



# School of Education University of Wisconsin-Stevens Point

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## Professional Dispositions of UWSP Teacher Candidates

### Statement of Dispositions

The University of Wisconsin-Stevens Point (UWSP) School of Education (SOE) faculty, staff, and school-based partners believe that well-prepared teacher candidates understand and effectively demonstrate the knowledge, skills and dispositions of the teaching profession. Within a teacher education program, dispositions can be thought of as, “values, beliefs, attitudes, knowledge, or personality traits of their teacher candidates” (Saltis, Giancaterino, & Pierce, 2021, p. 117-118). While effective educators come from diverse backgrounds and have varied opinions, interests, abilities, and personalities; some effective educator qualities are common to all good educators. These qualities include thriving within social, cultural, economic and demographic changes; skillfully using technology and other educational tools to promote teaching and learning; and acting in caring, fair, professional, respectful and responsible ways.

The Council for the Accreditation of Educator Preparation (CAEP) requires teacher education programs to assess teacher candidates’ application of knowledge, skills, and dispositions. Thus, teacher candidates are expected to conduct themselves in a manner consistent with the highest degree of professionalism in UWSP courses and within Pre-Kindergarten through 12th grade educational settings. Additionally, it is important for teacher candidates to recognize when their own dispositions may need to be modified and develop plans to do so. All UWSP professional education candidates are assessed on and expected to show growth in the following dispositions throughout their teacher preparation program in the School of Education:

1. Professionalism
2. Perseverance for Excellence
3. Commitment to Inclusivity
4. Self-Reflexivity
5. Collaboration and Communication

## Dispositions Framework and Glossary of Terms

Dispositions	Emerging (Starting to grow)	Integrating (Making connections)	Proficient (Consistently applying)	Distinguished (Exceptional)
<b>Professionalism</b> WTS: 9, 10	<ul style="list-style-type: none"> <li>• Often late, absent, or unprepared for class or fieldwork.</li> <li>• Demonstrates little to no awareness of ethical guidelines or professional boundaries.</li> <li>• Rarely participates in professional development/activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes punctual and prepared; attendance is inconsistent.</li> <li>• Shows limited understanding of ethical standards; and may cross professional boundaries.</li> <li>• Occasionally participates in professional development/ activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently on time, attends regularly, and usually prepared.</li> <li>• Understands and upholds ethical guidelines and professional boundaries.</li> <li>• Regularly participates in professional development/activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Always on time and fully prepared.</li> <li>• Consistently models ethical behavior and maintains professional boundaries.</li> <li>• Actively seeks out and contributes to professional activities.</li> </ul>
<b>Perseverance for Excellence</b> WTS: 1 - 10	<ul style="list-style-type: none"> <li>• Avoids acknowledging challenges.</li> <li>• Shows limited self-awareness and resists new ideas.</li> <li>• Fails to recognize teaching methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Mentions challenges but needs support to address.</li> <li>• Occasionally shows self-awareness and openness to feedback.</li> <li>• Uses limited teaching methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows willingness to learn and adapt from challenges.</li> <li>• Demonstrates consistent self-awareness and openness to feedback.</li> <li>• Uses a variety of teaching methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses challenges as learning opportunities.</li> <li>• Always demonstrates strong self-awareness and a positive attitude.</li> <li>• Consistently uses a wide range of teaching methods.</li> </ul>
<b>Commitment to Inclusivity</b> WTS: 1, 2, 3, 4, 5, 7	<ul style="list-style-type: none"> <li>• Designs instruction with no or little consideration of diverse learners.</li> <li>• Fails to recognize culturally and linguistically sustaining practices.</li> <li>• Fails to recognize developmental needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to design instruction with consideration of diverse learners.</li> <li>• Shows growing awareness of culturally and linguistically sustaining practices.</li> <li>• Shows a basic awareness of developmental needs but struggles to apply in practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows thoughtful planning when designing instruction with differentiation included.</li> <li>• Demonstrates a solid understanding of culturally and linguistically sustaining practices.</li> <li>• Shows clear understanding of developmental needs and applies in practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction is thoughtfully differentiated to support diverse learners.</li> <li>• Consistently integrates culturally and linguistically sustaining practices.</li> <li>• Demonstrates deep understanding of developmental needs and consistently applies in practice.</li> </ul>
<b>Self Reflexivity</b> WTS: 2, 3, 8, 9	<ul style="list-style-type: none"> <li>• Rarely reflects on teaching experiences.</li> <li>• Teaching philosophy is undeveloped or vague.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to reflect on teaching experiences when supported.</li> <li>• Teaching philosophy includes some basics.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly reflects on teaching experiences.</li> <li>• Teaching philosophy clearly expresses core educational values.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently reflects on teaching experiences to improve.</li> <li>• Teaching philosophy is well-developed and grounded.</li> </ul>
<b>Collaboration &amp; Communication</b> WTS: 9, 10	<ul style="list-style-type: none"> <li>• Rarely speaks or is unclear.</li> <li>• Does not work with others</li> <li>• Writing is unclear or unprofessional.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks clearly sometimes.</li> <li>• Attempts to work with others, but may need support.</li> <li>• Writing shows some organization but lacks polish.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks regularly and clearly.</li> <li>• Often works well with others.</li> <li>• Writing is organized and professional.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks professionally and respectfully.</li> <li>• Regularly seeks others and works well in a team.</li> <li>• Writing is polished, professional, and effective.</li> </ul>

## Dispositions Framework and Glossary of Terms

Term or Phrase	Definitions
Adapt Instruction	The ability to modify teaching strategies and materials to meet the diverse needs of all learners effectively.
Advocacy/Advocates	Actively supporting and prompting the rights, needs, and interests of students.
Boundaries	Clear limits maintained in professional relationships to ensure respectful and appropriate interactions.
Collaboration & Communication	Working effectively with colleagues, students, families, and the community through open, respectful dialogue and shared goals.
Culturally & Linguistically Sustaining Practices	Teaching practices that respect, value, and build on students' cultures, experiences, and languages.
Diverse Learners	Students who differ in abilities, backgrounds, learning styles, and needs; requiring varied instructional approaches.
Ethical	Acting in accordance with moral principles and professional standards that guide professional actions.
Ethical Behavior	Consistently demonstrating honesty, fairness, integrity, and respect in all professional actions.
Ethical Conduct	Upholding the code of ethics established by the teaching professional in decision making.
Inclusive Excellence	Creating learning environments that value diversity and equity, enabling all students to succeed.
Perseverance for Excellence	Sustained commitment to continuous improvement and high standards in teaching and learning.
Professionalism	Exhibiting behaviors, attitudes, and values that reflect the standards and responsibilities of the teaching profession.
Professional Development	Engaging in ongoing learning and reflective practices to enhance teaching knowledge, skills, and dispositions.
Self Reflexivity	The habit of critically reflecting on one's own beliefs, biases, and practices to improve teaching effectiveness.
Respectful	Treating others with consideration, valuing their ideas, perspectives, and dignity.
Responsibility	Accountability for one's actions, choices, and commitments.
Self-Awareness	Understanding one's own emotions, values, biases, and how they influence ones' actions or interactions.
Teaching Philosophy	Personal statement that outlines a teacher's core beliefs, values, and approaches to education and student learning.

## Understanding the Value of Teacher Candidate Professional Dispositions

The National Council for the Advancement of Educator Ethics (NCAEE) cites a movement for teacher education programs “to ensure educators and prospective educators understand how professional decision-making can impact all aspects of the schooling community” (NASDTEC 2023, p.1). As such, the School of Education has the responsibility to foster an environment in which to nourish the growth and motivation of teacher candidates. Similarly, the SOE Professional Education Program teacher candidate dispositions have been developed in alignment with the [Wisconsin Department of Public Instruction Teacher Standards](#) (as noted as WTS under the name of each disposition on the framework). Teacher candidates need to demonstrate professional dispositions throughout the program when engaging in practicum, collaboration with classmates, communicating with professors, and completing student teaching. Furthermore, these Teacher Candidate Professional Dispositions exemplify the behaviors, values, and skills necessary to build relationships with families, complete progress reports, contribute within Professional Learning Communities, and collaborate with other professionals. By prompting self-evaluation, providing feedback from professors and cooperating teachers, and holding teacher candidates accountable for Teacher Candidate Professional Dispositions, the SOE will graduate teacher candidates who have the ability to have a successful and promising career in education.

### Integration of Teacher Candidate Dispositions in the Professional Education Program

#### Teacher Candidate Self-Evaluation Embedded in the Following Courses:

- EDUC 110
- EDUC 351 and PEX 400/401
- Student Teaching

#### Professor Evaluation of Teacher Candidate Dispositions Embedded in the Following Courses:

- EDUC 351 and PEX 400/401

#### Cooperating Teacher Evaluation of Teacher Candidate Dispositions Embedded in the Following Courses:

- EDUC 351 and PEX 400/401

\*Teacher Candidate Self-Evaluations, Professor Evaluations, and Cooperating Teacher Evaluations may be stored in a teacher candidate’s unofficial student file, accessible by SOE faculty and staff and any teacher candidate dispositions committees in accordance with FERPA and confidentiality guidelines.

## Dispositions Intervention Process

### **Stage 1: Formal Documentation of Previous Discussions**

Students should recognize a Stage 1 meeting as an indicator they need to make positive adjustments to their professional dispositions before they further interfere with their success in the teacher education program.

### **Stage 2: Formal Review**

Students should recognize a Stage 2 meeting as an indicator they have not yet made sufficient positive changes to demonstrate appropriate professional dispositions, and the dispositional issues are interfering with their success in the teacher education program.

### **Stage 3: Formal Intervention**

Students should recognize a Stage 3 meeting as a serious indication that they need to make significant changes because the lack of professional dispositions is severely interfering with the student's success and progress in the teacher education program.

### **Stage 4: Formal Hearing**

If the teacher candidate does not demonstrate growth in Stages 1-3, the Stage 3 Dispositions Committee meets with the teacher candidate to recommend removal from the Professional Education Program. Depending on the severity of the concern, teacher candidates can be escalated to Stage 4 without having a Stage 1, 2, and/or 3 meeting.

## Teacher Candidate Rights

Teacher candidates have the right to receive written documentation of disposition concerns and plans, share their perspective during meetings, participate in the intervention process, and bring an advocate for support. They also have the right to appeal decisions made by the dispositions committee.