Purpose:

To outline the professional dispositions policy for all teacher education programs in the Professional Education Unit at The University of Southern Mississippi.

Policy:

The teacher education program addresses the knowledge, skills/performances and dispositions needed by beginning teachers. Dispositions, as defined by NCATE (2006), are “Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.” Dispositions can also be described as attitudes and beliefs about learning and teaching (e.g., the belief that all children can learn) and as professional conduct and behavior. Dispositions also consider attitudes of candidates in regards to fairness and the belief that all students can learn. Not all dispositions can be directly assessed, but aspects of professional behavior are assessed during classes and field experiences in school settings. Professional behaviors and characteristics are described below. USM licensure students should aspire to conduct themselves in a manner that is consistent with the highest degree of integrity and professionalism.

USM licensure students will read, acknowledge, and agree to adhere to the dispositional requirements in TK20. The assessment will be completed in professional education course(s) a minimum of two times, independently by course instructors, prior to student teaching. Each program will designate course(s) or transition points in which this assessment will be used. Program instructors will use the
assessment to evaluate candidates for professional dispositions in the TK20 assessment system at the times designated by departments.

At the department level, instructors and program coordinators will review data at each point the evaluation is completed. At the first evaluation, if a student has deficits in three or more standards, a remediation plan determined by the department will be developed. At the time of the second evaluation, if a student does not make progress in at least two standards identified as deficient, the student will be placed on probation. Probationary criteria will be determined by a departmental committee that includes a representative from Educational Field Experiences and a minimum of two faculty members.

**Analysis Scale:**

<table>
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<th>4 Always/Exemplary</th>
<th>3 Often/Proficient</th>
<th>2 Sometimes/Marginal</th>
<th>1 Rarely/Unacceptable</th>
<th>U Unobservable</th>
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**STANDARD ONE: CLASSROOM CHARACTERISTICS**

Candidate is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful.  
U 1 2 3 4
Candidate places needs of students first.  
U 1 2 3 4
Candidate respects individual differences.  
U 1 2 3 4
Candidate shows initiative and creativity.  
U 1 2 3 4
Candidate is dedicated to teaching and learning.  
U 1 2 3 4
Candidate demonstrates persistence in helping all children achieve success.  
U 1 2 3 4
Candidate exhibits classroom awareness and caring attitude toward all students, faculty, and/or peers.  
U 1 2 3 4

**STANDARD TWO: RELIABILITY/DEPENDABILITY**

Candidate is present, punctual and prepared for classes and field experiences.  
U 1 2 3 4
Candidate completes assignments in a timely manner.  
U 1 2 3 4
Candidate is dependable.  
U 1 2 3 4
Candidate is cooperative.  
U 1 2 3 4
Candidate knows and follows guidelines in course syllabi, university and school handbooks.  
U 1 2 3 4
Candidate exhibits dress and grooming appropriate for setting.  
U 1 2 3 4
Candidate is self-directed.  

**STANDARD THREE: COMMUNICATION**

Candidate uses appropriate language.  
U 1 2 3 4
Candidate demonstrates ability to speak and write with clarity.  
U 1 2 3 4
Candidate uses Standard English in writing and speaking.  
U 1 2 3 4
Candidate is an active listener.

**STANDARD FOUR: INTERPERSONAL SKILLS**

Candidate shows courtesy and respect for students, teachers, staff, peers, parents, and members of the community.

Candidate works collaboratively with all stakeholders.

Candidate demonstrates equitable treatment and respect for others without prejudicial thinking.

Candidate establishes positive rapport and appropriate relationships.

Candidate shows sensitivity to all students.

Candidate is committed to diversity.

Candidate is familiar with different cultures and students with special needs.

Candidate is open-minded.

Candidate works collaboratively with all stakeholders.

Candidate establishes positive rapport and appropriate relationships.

Candidate demonstrates equitable treatment and respect for others without prejudicial thinking.

Candidate shows sensitivity to all students.

Candidate reflects on decisions made concerning students, teaching methods and subject matter.

Candidate accepts constructive criticism in a positive manner.

Candidate uses feedback to make improvements.

Candidate shows a willingness to learn and grow professionally.

Comments/Evidence: