



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. According to the National Council for Accreditation of Teacher Education (2008, p. 89-90), professional dispositions are defined as:

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.

We have the responsibility of assessing future educators' application of knowledge, skills, and dispositions in coursework and school settings to ensure effectiveness in their teaching. Candidates are expected to conduct themselves in a manner consistent with the highest degree of professionalism. It is important for candidates to recognize when their own dispositions may need to be modified and develop plans to do so.

Effective educators come from diverse backgrounds, and have varied opinions, interests, abilities, and personalities. However, we believe that some effective educator qualities are common to all good educators. These qualities include: adapting to social, cultural, economic and demographic patterns; skillfully using technology and other educational tools to promote teaching and learning; and acting in caring, fair, professional, respectful and responsible ways.

Therefore, all UWSP professional education candidates are assessed on and expected to show growth in the following dispositions throughout their teacher preparation program (see Figure 1):

1. Inclusive Excellence
2. Responsibility for Self and the Fostering of Collaborative Relationships
3. Reflectivity about Teaching, Learning, and Interactions
4. Creativity and Critical Thinking in Teaching, Learning and Problem Solving
5. Perseverance for Excellence
6. Professionalism in Teaching, Learning and Interactions

Process for Implementation

1. When students declare their intent to teach, they receive the UWSP SOE Undergraduate Advising Guide. The **Professional Dispositions Policy** is included in this guide.
2. Upon admission to the Professional Education Program (PEP), students read and sign the [Dispositions Statement of Understanding](#), indicating their agreement to work with and demonstrate these dispositions as teacher candidates. This document (along with other application materials) is maintained in the student's file in the Advising, Recruitment and Retention Office.
3. Throughout the PEP, teacher candidates have opportunities to connect with and reflect upon professional dispositions. Faculty and staff encourage students' cultivation of professional dispositions in the context of course work, practicum experiences and other professional activity. A documented self-assessment of

professional dispositions occurs at these points in the PEP: introductory courses, fundamentals block courses, methods courses, application to student teach and throughout student teaching.

4. When the professional (faculty, staff, or school-based partner) observes significant and/or repeated discrepancies between dispositions demonstrated by the teacher candidate and those required by the profession, the following steps are initiated:

Step 1 The professional meets with the teacher candidate to discuss the behaviors or actions they have observed. During the meeting, the [Step 1 Form](#) is completed to document a growth plan which will be monitored for successful implementation.

Step 2 In the event the teacher candidate is not successfully implementing the growth plan, the professional and at least two other professionals meet with the teacher candidate and an advocate, if so desired. During the meeting, the [Step 2 Form](#) is completed to document an agreed upon intervention plan. In severe cases, a decision may be made to move immediately to Step 3.

Step 3 The professional and at least two other professionals (including the Associate Dean of the SOE) meet with the teacher candidate to recommend removal from the PEP ([Step 3 Form](#)).



Figure 1
Adopted 2/14/2014

