



Teacher Candidate Dispositions Statement

Dispositions are the habits of professional action and moral commitments that underlie a Teacher Candidate's performance (InTASC Model Core Teaching Standards, 2011; CAEP Accreditation Handbook, 2016). Along with content knowledge and pedagogical skills, dispositions are an essential component of effective teaching that increases student learning. As such, the development of professional teacher dispositions and the demonstration of those dispositions through observable behavior is an integral part of each program in the OSU College of Education teacher education programs.

The teacher education program faculty has defined a set of 20 disposition statements that directly align with the core values of the *Conceptual Framework*: Ethics and Professionalism, Diversity and Equity, Reflective Practice and Lifelong Learner. The dispositions also directly reflect the *Performance Indicators for Candidate Completers* which align with InTASC and Council for the Accreditation of Educator Preparation (CAEP) standards. The dispositions are stated as observable behaviors that Teacher Candidates are expected to demonstrate in all educational settings; therefore, Candidates will be evaluated using the *Dispositions Assessment* at these transition points: 1) pre-clinical practice, 2) first student teaching experience, and 3) second student teaching experience/exit from the program. Program faculty will review the results of each *Dispositions Assessment* and determine if a Plan of Assistance is needed to address any concerns.

Conceptual Framework Core Value: Ethics and Professionalism

Dispositions	Definitions
1. Complies with laws and regulations	Candidate demonstrates an understanding of the legal aspects of their professional roles. Candidate fulfills codes of ethics, professional standards of practice, and relevant law and policy.
2. Complies with district, school, and university policies	Candidate consistently follows district, school, and university rules and policies.
3. Maintains confidentiality	Candidate demonstrates confidentiality in the use and maintenance of student records and upholds privacy concerning students and students' families.
4. Maintains professional appearance	Candidate is well-groomed and dresses to maintain a professional appearance; appearance is not distracting (e.g. extreme hair colors, excessive showing of skin).
5. Demonstrates regular attendance and punctuality for class and appointments	Candidate is reliable, attends class regularly, and makes prior arrangements when absence is necessary. Candidate is punctual arriving to class and appointments on time and when submitting assignments.
6. Is prepared to teach and learn	Candidate is responsible for advance preparation and readiness for teaching, e.g., lesson plans, materials, and technology are organized before class begins. Candidate is actively involved during in-class activities, contributes to class discussion, and work shows that adequate time and planning were allocated.
7. Demonstrates integrity and ethical behavior	Candidate demonstrates integrity, honesty, is trustworthy, and meets ethical expectations. Candidate complies with OSU Student Code of Conduct and is honest and ethical in his/her academic work; avoids cheating, plagiarism, fabrication, assisting, tampering.
8. Addresses issues and problems professionally	Candidate confronts problems as they arise and manages conflict in a professional manner. Candidate actively listens before making judgements.
9. Exhibits enthusiasm/passion for teaching and learning	Candidate demonstrates enthusiasm for working with children, and exhibits passion for teaching, learning, and the subject matter.

Conceptual Framework Core Value: Diversity and Equity

Dispositions	Definitions
10. Has high expectations for self and students	Candidate has high educational standards for self and the same high educational standards for all students. Candidate is committed to ensuring all children have the opportunity to achieve their potential.
11. Demonstrates commitment to meeting students' diverse needs	Candidate respects students' differing strengths and needs. Candidate promotes equitable learning opportunities and adapts instruction accordingly to further each student's development.
12. Respects the beliefs and perspectives of others	Candidate is open-minded, appreciates multiple perspectives, and respects all individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
13. Appreciates human diversity and cultural differences	Candidate appreciates and values human diversity by showing respect for and sensitivity to varied cultures, and adapts interactions accordingly. Candidate promotes democratic and inclusive citizenship in the classroom.
14. Develops positive and appropriate relationships	Candidate establishes rapport and credibility with students, colleagues, and families by treating others with dignity and respect. Candidate maintains appropriate student-teacher relationships.

Conceptual Framework Core Values: Reflective Practitioner/Lifelong Learner

15. Demonstrates responsiveness to feedback	Candidate is open and willing to receive feedback and evaluation of class work and teaching practice. Candidate is a thoughtful and responsive listener and observer.
16. Demonstrates commitment to reflective practice	Candidate demonstrates routine critical reflection of his/her work and teaching for professional growth. Candidate uses ongoing analysis and reflection to improve planning and practice.
17. Demonstrates commitment to lifelong learning and professional development	Candidate actively seeks professional growth opportunities, such as reading suggested works by those considered experts in an area of knowledge, attends provided workshops, talks with cohort members and clinical educators about their experiences.
18. Demonstrates commitment to collaborate with others	Candidate collaborates with colleagues in learning communities and other professional areas. Candidate demonstrates a willingness to be flexible in cooperatively working with others.
19. Engages in school-wide initiatives	Candidate willingly and with fidelity engages in school-wide efforts to build a shared vision and supportive culture, e.g. AVID instructional methods, reading initiatives, PBIS, etc.
20. Demonstrates appropriate written and oral communication	Candidate demonstrates clear, concise, and appropriate written and oral skills in communicating with administrators, staff, parents, and other members of the learning community. Candidate expresses ideas using correct grammar in oral and written communication appropriate for audience.

I have read the dispositions statements above and acknowledge that these dispositions have been identified by the College of Education teacher education programs as essential for effective teaching. I understand that developing and demonstrating these dispositions in all educational settings underlies my success as an educator.

Candidate Name

Candidate Signature

Date