Teacher Candidate Dispositions

**Teacher Candidate Dispositions**

**Professional Commitment and Responsibility**
Candidates with this set of dispositions demonstrate a commitment to the profession and adhere to the legal and ethical standards set forth by it, which includes the Professional Code of Ethics for Kentucky.

<table>
<thead>
<tr>
<th>Not Observed*</th>
<th>Serious Concern</th>
<th>Needs Improvement</th>
<th>Emerging</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Behavior displayed is contrary to expectations for the disposition (Red light-Communication of Concern)</td>
<td>Behavior is displayed occasionally (Blinking red light- Behavior has been identified and change is not occurring or is not intentional)</td>
<td>Behavior is displayed frequently (Yellow light-Behavior is changing. Mentors and supervisors see improvement)</td>
<td>Behavior is displayed frequently and consistently (Green light)</td>
</tr>
</tbody>
</table>

(*All dispositions must be assessed during the clinical/student teaching experience)

**The candidate...**

**Evidence of Disposition**

1. Follows through with responsibilities; prompt, prepared, dependable and organized. (#4 & #5)

   The following provides some examples of indicated, observable behaviors:
   - Punctual/early to school or class and remains until dismissal
   - Submits assignments on time (e.g., lessons plans, reflections, U of L assignments, and work assignments)
   - Comes to classes and meetings prepared and actively contributes in a positive manner
   - Takes responsibility for meeting program, degree and certification requirements

2. Demonstrates motivation and initiative (#7, #8)

   The following provides some examples of indicated, observable behaviors:
   - Demonstrates enthusiasm and willingness to actively engage in the Birth-12 setting
   - Contributes to the classroom environment
   - Seeks feedback and opportunities to improve performance
   - Demonstrates a willingness to take on new roles
   - Demonstrates an openness and willingness to consider how race and cultural factors may impact the classroom environment

3. Demonstrates professionalism through ethical teaching behavior (#12)

   The following provides some examples of indicated, observable behaviors:
   - Maintains professional and appropriate appearance/dress
   - Understands and demonstrates boundaries between professional and personal discussions and behaviors
   - Maintains confidentiality and student anonymity
   - Fairly and accurately represents the educator’s own qualifications or those of other professionals
   - Demonstrates ability to appropriately code switch between conversational language (personal) and Standard American English (professional)
   - Uses social media and technology as appropriate for a professional
   - Adheres to legal requirements related to the safety of students
   - Adheres to classroom and school policies and etiquette regarding cell phone and computer use
   - Demonstrates academic honesty

4. Demonstrates patience, flexibility, and responsiveness in a variety of situations and settings.

   The following provides some examples of indicated, observable behaviors:
   - Responds positively to change (e.g., reacts quickly, suggests solutions)
   - Handles vague and poorly defined situations professionally
   - Makes eye contact to acknowledge what is being said and responds appropriately
   - Solicits insights and solutions when changes arise
### Teacher Candidate Dispositions

#### Professional Relationships

Candidates with this set of dispositions develop, maintain and model appropriate relationships within the classroom, field placement sites, community and larger diverse society.

| 5. Develops positive relationships with peers, teachers and others; and works collaboratively with them (#1) | The following provides some examples of indicated, observable behaviors:
• Communicates verbally and in writing in a timely and cordial manner to appropriate university and school personnel (e.g., instructor, advisor, mentor teacher, supervisor, placement office)
• Plans jointly with others to ensure the success of all students
• Participates in professional learning communities
• Listens and considers the viewpoints of others regardless of own viewpoint
• Respects the supervisory role of others |
|---|---|
| 6. Develops positive relationships with stakeholders (i.e., students, staff, families, peers, administration, and other school personnel) (#2, #3, #6) | The following provides some examples of indicated, observable behaviors:
• Implements strategies to effectively resolve conflicts between and among students
• Interacts with students through formal and informal instructional opportunities
• Delivers high rates of positive reinforcement and feedback
• Demonstrates a willingness to learn about, infuse, and modify interactions that enhance racially and culturally sensitive relationships with stakeholder |
| 7. Respects and affirms students’ differences and potential; treats students fairly and equitably | • Promotes active engagement of all students
• Creates an environment of mutual respect and rapport
• Acts to reduce one’s own biases with respect to race, ethnicity, etc.
• Initiates interaction and interacts in authentic ways with students, parents and other adults from different racial, cultural and socioeconomic backgrounds (e.g., eye contact, appropriate tone and voice)
• Creates instructional activities that show a knowledge of students’ racial, cultural, socioeconomic etc. backgrounds
• Anticipates and manages issues of equity and access to resources |

#### Critical Thinking and Reflective Practice

Candidates with this set of dispositions demonstrate a commitment to continuous development within the profession.

| 8. Demonstrates intellectual curiosity; seeks and considers new information, strategies, and perspectives (#9, #11) | The following provides some examples of indicated, observable behaviors:
• Asks questions and contributes positively
• Explores resources (e.g., professional libraries, journals, books, technology)
• Reflects through collegial conversations, journal writing, examining student work, informal observations and conversations with students
• Reflects accurately on previous lessons to inform future instruction |
| 9. Accepts feedback and makes necessary changes | • Asks for and implements suggestions and/or advice from mentor/cooperating teachers, supervisors and /or U of L faculty
• Accepts constructive criticism with a positive attitude
• Uses feedback for professional growth |
| 10. Reflects accurately about own behavior, attitudes, performance, impact on others, and makes necessary changes (#10) | The following provides some examples of indicated, observable behaviors:
• Identifies personal strengths and challenges and develops a plan for improvement
• Takes time consistently to evaluate effectiveness of instruction and behavior in course assignments and dispositions
• Reflects with cooperating teachers, supervisors, U of L faculty on lesson planning and execution, and/or other classroom activities
• Exhibits a willingness to pursue solutions to problems or answers to questions; gathers relevant data and identifies positive solutions
• Makes the necessary changes to enhance cultural competency |