

**Professional Teacher & Counselor Education Unit**

**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 Professional Teacher and Counselor Education (PTCE) unit.

The PTCE unit has defined a set of 20 disposition statements that directly align with the four core values of the unit’s *Conceptual Framework*: Ethics and Professionalism, Diversity and Equity, Reflective Practice, and Lifelong Learner. The dispositions also directly reflect the PTCE unit’s *Performance Indicators for Candidate Completers* which align with InTASC and 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. PTCE 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**

1. Maintains appropriate confidentiality
2. Demonstrates compliance with laws/regulations
3. Demonstrates compliance with school policies and practices
4. Maintains professional appearance
5. Is prepared for class or appointments
6. Is punctual for class or appointments
7. Demonstrates academic integrity
8. Addresses issues of concern professionally
9. Models safe and ethical use of information and technology
10. Demonstrates enthusiasm/passion for teaching and learning

**Conceptual Framework Core Value: Diversity and Equity**

1. Demonstrates commitment to meeting learners’ diverse needs
2. Demonstrates respect for the beliefs of others
3. Demonstrates respect for cultural differences
4. Develops positive relationships with learners, colleagues, and families

**Conceptual Framework Core Values: Reflective Practitioner/Lifelong Learner**

1. Responds positively to feedback
2. Seeks help when needed
3. Demonstrates reflective practice
4. Demonstrates commitment to ongoing professional learning
5. Collaborates with others
6. Engages in school-wide initiatives