



**Louisiana State University
Teacher Education Programs
Professional Dispositions**



School of Education

Louisiana State University Teacher Education Programs Professional Dispositions

Committee Appointed by

**Dr. Neil Mathews, Director, School of Education
Spring 2016**

Margaret Mary Sulentic Dowell – Committee Chair, Coordinator Grades 1-5
Paula Calderon – Assistant Director, School of Education, Assessment
Jackie Bach – Secondary Holmes
Jennifer Baumgartner – Early Childhood
Erin Casey – Elementary Social Studies
Ellen Daugherty – LSU Lab School Faculty & Field Experience Supervisor
Zevi Gutfreund – History; Geaux Teach Humanities
Nakia Jackson – Field Experience Supervisor
Janet Kirshner – Students Teaching Supervisor, Instructor
Paul Manthei – Office of Field Experiences
Brittani Rideaux – Student Rep – Elementary Holmes Program
Chauncey Stephens – Student Rep – Grades 1-5 Teacher Education Program
Lynne Tullos – Geaux Teach Math and Science

Louisiana State University Teacher Education Programs Professional Dispositions

Policy

Louisiana State University (LSU) students that function in pre-service teaching roles are expected to develop appropriate knowledge, skills, and dispositions necessary as effective educators. Students should contribute to the creation of a positive and effective climate with their peers, teachers, school administration, and university faculty in their field and clinical placements, as well as their coursework.

LSU teacher education programs define professional dispositions as the attitudes, ethics, and principles demonstrated through actions, behaviors, and communication as teacher education candidates interact with students, their families, peers, colleagues, and communities.

Teacher education faculty will assist pre-service teacher candidates in recognizing and developing professional dispositions appropriate for specific content/curricular areas, various grade levels, and differing school settings, configurations, and communities. Faculty and cooperating teachers will assess pre-service teacher candidate dispositions as candidates advance through their respective teacher preparation program. The pre-service teacher candidate's dispositions assessment will be reviewed by the appropriate program faculty and must be approved as a requirement for admission into student teaching. While minor disposition deficiencies can and should be addressed by faculty and cooperating teachers; serious issues, or inappropriate dispositions that persist after an initial consultation, should be addressed through due process that will direct and assist pre-service teacher candidates in ameliorating these issues.

School of Education Professional Dispositions

Planning and Instruction: The pre-service teacher candidate demonstrates the belief that all students can learn by designing and implementing lessons that reflect the needs and interests of the students while meeting the specific content standards for their grade level and /or discipline-specific area.

- *Preparation:* The pre-service teacher candidate comes prepared for all lessons with material ready to go and lesson plans thorough and reviewed prior to teaching.
- *Knowledge:* The pre-service teacher candidate demonstrates content and pedagogical knowledge about the subject area.

- *Flexibility:* The pre-service teacher candidate constantly critiques his or her instructional decisions and adapts the lesson as needed, based on student need.
- *Inclusiveness:* The pre-service teacher candidate appreciates and capitalizes upon student diversity.
- *Facilitator:* The pre-service teacher candidate uses flexible grouping and encourages students to take responsibility for their learning.
- *Creativity:* The pre-service teacher candidate exhibits creative thinking and nurtures and supports creativity in the classroom.

Learning Environment and Management: The pre-service teacher candidate creates a nurturing classroom atmosphere and establishes boundaries so all students feel safe to take risks.

- *Classroom Management:* The pre-service teacher candidate displays appropriate classroom management skills, planning for and effectively managing time and student engagement.
- *Respect:* The pre-service teacher candidate develops a rapport with the students and creates an environment of mutual respect.
- *Acceptance:* The pre-service teacher candidate is sensitive to individual differences and promotes understanding of students' varied cultural traditions and learning strengths and needs.
- *Fairness:* The pre-service teacher candidate treats all children fairly and promotes fairness in students' interactions with others.

Communication: The pre-service teacher candidate interacts and communicates in a positive and professional manner with students, peers, teachers, university faculty, parents, and other school personnel.

- *Oral Communication:* The pre-service teacher candidate is articulate, personable, and animated with few grammatical errors in his or her speech.
- *Written Communication:* The pre-service teacher candidate clearly organizes and communicates ideas in writing with few spelling, usage, or grammatical errors.

Professionalism: The pre-service teacher candidate demonstrates respect for and dedication to the profession by maintaining a professional appearance and demeanor and dependably and reliably performing the responsibilities of a teacher in the culture of the school.

- *Appearance:* The pre-service teacher candidate is professional in grooming and dress and does not cause a distraction in the learning environment.
- *Demeanor:* The pre-service teacher candidate is professional and congenial in interactions with students, peers, teachers, parents, and others.
- *Attendance:* The pre-service teacher candidate is reliable and punctual in attendance.
- *Participation:* The pre-service teacher candidate actively participates in classroom and school responsibilities and functions.
- *Collaboration:* The pre-service teacher candidate engages in thoughtful collaboration with peers, teachers, and other school personnel.
- *Work Ethic:* The pre-service teacher candidate thoroughly and accurately completes tasks/assignments in a timely manner.

Professional Growth: The pre-service teacher candidate demonstrates a focus on personal growth and improvement by reflecting critically upon his or her own practices and by accepting and applying constructive criticism.

- *Initiative:* The pre-service teacher candidate displays readiness and ability to take initiative in the classroom in planning lessons, working with students, handling student issues, and providing assistance when necessary.
- *Reflective Practitioner:* The pre-service teacher candidate regularly examines his or her classroom practices and reflects critically on what can be improved or modified.
- *Open-mindedness:* The pre-service teacher candidate consistently accepts and utilizes constructive criticism from cooperating teachers and university faculty and supervisors.
- *Adaptability:* The pre-service teacher candidate demonstrates the ability to adapt to all aspects of school culture and to change and acclimate to changing responsibilities, materials, and schedules.

Procedures

Pre-service teacher candidates will be provided expectations for dispositions in the Transfer Orientation meeting conducted by the School of Education Office of Student Services at the beginning of students' entry into pre-service teacher education, or in the introductory course for students enrolled in the Geaux Teach Math & Science and Geaux Teach Humanities Programs, or in the introductory course for Holmes Program enrollees. Responsibility for monitoring Field Experiences is shared and for each program, may occur within or across units.

- Each program area will orient candidates at the entry point to their program in a manner agreed upon by faculty within each program.
- Before admission to student teaching, Dispositions Assessments should be conducted by faculty in the appropriate program based on the following schedule:
 - ***PK-3 Program***
 - Dispositions Assessments completed by the Instructor(s) of Record at the conclusion of Professional Practice Block I, and at the conclusion of Professional Block II.
 - ***Grades 1-5 Teacher Education Program and Elementary/SPED Dual Certification Programs***
 - Grades 1-5 Teacher Education Program: Dispositions Assessments completed by the Instructor(s) of record at the conclusion of pre-block, block I and Block II.
 - Elementary/SPED Dual Certification Program: Block I, Block II and Block III.
 - ***Geaux Teach Humanities Program***
 - Dispositions Assessments completed by the Instructor(s) of Record at the conclusion of EDCI 3001 – Student Development and Diversity and its corresponding content area course—ENGL 3201/FREN3401/HIST 3001/SPAN whenever possible; and at the conclusion of EDCI 4003 – Curriculum and Pedagogy in Secondary Disciplines and its corresponding content area course—ENGL 4203/FREN 4403/HIST 4003/SPAN 4003.

- ***Geaux Teach Mathematics & Science Program***
 - Dispositions Assessments completed by the Instructor(s) of Record at the conclusion of EDCI 3550 – Classroom Interactions; and at the conclusion of EDCI 4500 – Instructional Models for Mathematics & Science and when possible with the master teacher in the course.

- ***Secondary Holmes Program***
 - Dispositions Assessment completed by Instructor(s) of Record at the conclusion of EDCI 4450 – Principles and Practices in Secondary Education. The Dispositions Assessment for Secondary Holmes needs to be completed jointly by the Mentor Teacher and the University Supervisor.

Pre-service teacher candidates with disposition concerns will be required to address and correct concerns and deficiencies via feedback provided by instructors of record. When possible, each program area will monitor students with concerns before admission into student teaching. Teacher candidates with serious issues, or inappropriate dispositions that persist after initial consultations, will be subject to removal from teacher preparation.

For some secondary programs, this requires much coordination as the School of Education is responsible for supervision of students in other colleges/units but other colleges/units are responsible for content coursework; thus this may occur in the student teaching placement.

During the student teaching clinical practicum, the acquisition and demonstration of professional dispositions will be assessed by mentor teachers and university supervisors as part of the teacher candidate valuation process.

Dispositions Intervention Procedure

Program faculty, cooperating teachers, or university supervisors may complete a Dispositions Concern/Referral Form and submit it to the Office of Professional Experiences and the program coordinator when they have concerns regarding the dispositions of a pre-service teacher candidate.

Each program will develop a coherent pathway for remediation and dismissal.

The following page contains a professional disposition action plan suggested by a committee that convened in spring 2016 to address dispositions. It is meant as a guide.

Teacher Candidate Professional Dispositions Concern/Referral Form

Teacher Candidate:

Program:

Referral made by:

Date:

Role of person making referral (circle one)

faculty/instructor cooperating teacher
university supervisor

Description of disposition concern: (Attach additional documentation, if needed)

_____ Concern Only – No Further Action Required

_____ Dispositions Action Plan Recommended

Signature of person making referral:

Signature indicates that faculty/cooperating teacher has addressed the dispositions issues cited above with the Teacher Candidate. Documentation related to efforts to address the dispositions issues cited above should accompany this form.

Teacher candidate:

Signature

Date

Signature of Teacher Candidate does not constitute agreement or disagreement with the cause for the dispositions concern/referral, but evidences that Teacher Candidate was informed of the dispositions concern.

Program leader:

Signature

Date

Signature indicates that Program Coordinator has reviewed this form and been informed of the dispositions issue(s) cited above. If a Dispositions Action Plan is recommended, the Program Coordinator will take appropriate steps to continue process, as described by the School of Education's Dispositions Policy and Procedure.

Teacher Candidate Professional Dispositions Action Plan

Candidate name _____ Program _____

Program Coordinator _____ Date _____

LSU Faculty _____ University Supervisor _____

School faculty/cooperating teacher _____

Area of concern	Recommended action	Completion date

The Teacher Candidate agrees to complete the recommended action(s) by the completion date and to demonstrate commitment to acquire the knowledge, skills, and dispositions essential to becoming an effective educator.

Dispositions Action Team:

Signature: _____ Date _____
 Signature: _____ Date _____
 Signature: _____ Date _____

(Attach documentation, if necessary)

Completion of Recommended Action(s): ____ Acceptable ____ Evidence of progress __Not completed

Dispositions Action Team Decision:

Dispositions Action Team:

Signature: _____ Date _____
 Signature: _____ Date _____
 Signature: _____ Date _____

Additional Comments

Tool for Disposition Assessment

The following descriptors will be applied to the disposition statements.

Level	Criterion
1=DOES NOT MEET PROFICIENCY	In regard to this disposition, the pre-service teacher candidate has not displayed an acceptable disposition OR has not demonstrated an adequate level of professional behaviors as defined by the program OR has displayed behaviors counter to those accepted as professional dispositions.
2=PARTIALLY PROFICIENT	In regard to this disposition, the pre-service teacher candidate displays an acceptable disposition as defined by the program in an inconsistent fashion OR is developing the dispositions in a positive fashion. More attention and focus is required of this pre-service teacher candidate.
3=PROFICIENT	In regard to this disposition, the pre-service teacher candidate consistently and effectively displays an appropriate disposition as defined by the program.
4=EXEMPLARY	In regard to this disposition, the pre-service teacher candidate consistently and effectively displays an appropriate disposition as defined by the program at a level expected of practicing professional educators.

A composite or average score on all disposition statements can be calculated as per program faculty. This score can be used with the following rubric:

Level	Criterion
1=DOES NOT MEET PROFICIENCY	Pre-service teacher candidate has not displayed acceptable dispositions OR has not demonstrated an adequate level of professional behaviors as defined by the program OR has displayed behaviors counter to those accepted as professional dispositions.
2=PARTIALLY PROFICIENT	Pre-service teacher candidate displays acceptable dispositions as defined by the program in an inconsistent fashion OR is developing the dispositions in a positive fashion. More attention and focus is required of this pre-service teacher candidate.
3=PROFICIENT	Pre-service teacher candidate consistently and effectively displays appropriate dispositions as defined by the program.
4=EXEMPLARY	Pre-service teacher candidate consistently and effectively displays appropriate dispositions as defined by the program at a level expected of practicing professional educators.

Adapted from: The Disposition Rubrics/Expectations of Purdue University and Millersville University of PA

Implementation of the Disposition Assessment

Pre-service teacher candidate dispositions are rated on a Likert Scale ranging from 1 to 4. The ratings are as follows:

1 – Does Not Meet Proficiency -Unacceptable/Refer to committee for admission, retention, or dismissal

2 – Partially Proficient -Needs remediation conference with professor

3 – Proficient

4 – Exemplary

The procedure for using the Disposition Assessment instrument to modify inappropriate dispositions includes the following:

Pre-service teacher candidates who perform at the acceptable (3) or exemplary (4) level continue in the program. Pre-service teacher candidates who earn a rating of two (2) are required to participate in a remediation conference with the course professor who rated the student and/or a Disposition Action Team (DAT). During the meeting the professor speaks with the pre-service teacher candidate regarding the assessment and together they create a plan to modify or change behavior. A copy of this plan is placed in the student's departmental file, sent to the faculty advisor, and committee. Pre-service teacher candidates who perform at an unacceptable level are referred directly to the committee. This student is called before the DAT and with the DAT develops a written plan for improvement and behavior modification. The pre-service teacher candidate will be rated again by the faculty member (professor of record, instructor and/or university supervisor) at the end of the semester. If the pre-service teacher candidate does not adjust behavior accordingly, s/he comes again before the DAT and is counseled to consider withdrawing from the program. If, after the above steps have been followed and no apparent remediation or modification of behavior has occurred, the pre-service teacher candidate is dismissed from the program.

20XX-XX***Program name* Teacher Education Program****Candidate Attestation**

Louisiana State University students that function in pre-service teaching roles are expected to develop appropriate knowledge, skills, and dispositions necessary as effective educators. Students should contribute to the creation of a positive and effective climate with their peers, teachers, school administration, and university faculty in their field and clinical placements, as well as their coursework.

I have received a copy of the *Program name* Dispositions of Louisiana State University's School of Education. My signature is acknowledgment that I understand professional dispositions as an integral part of program completion for licensure.

I agree to familiarize myself with dispositions, am responsible for knowing and understanding dispositions, and will direct any questions or need for clarification to my academic advisor and/or a faculty member of the School of Education, *Program name*.

Signature

Printed Name

Date



School of Education

Buckley Release Form

Legal Name (please print)

LSU ID

I hereby give Louisiana State University teacher education faculty permission to release and review any and all information required for student teaching and teacher certification, including transcripts, dispositional assessments, and university disciplinary action.

Date

Legal Signature

***I do not* give Louisiana State University teacher education faculty permission to do the above. I understand that Louisiana State University will thus be unable to process my recommendation for student teaching and for teacher certification.**

Date

Legal Signature