





# **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-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**

### **Plan**

- ◁ *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-

**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.

## 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 -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

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**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



### 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*



**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* 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*.

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**Signature**

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**Printed Name**

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**Date**

# LSU



## 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**