

# USI Teacher Candidate Disposition Inventory

Professional Dispositions are defined as “the habits of professional action and moral commitments that underlie an educator’s performance” (InTASC Model Core Teaching Standards, p. 6).

The following professional dispositions have been adopted by the Teacher Education Department at the University of Southern Indiana and are aligned to the Council for the Accreditation of Educator Preparation (CAEP) Standard R1. The Teacher Education Department has determined that the following dispositions are essential for an effective teacher.

**The teacher candidate demonstrates a commitment to the teaching profession and adheres to continuous development as a professional. The teacher candidate:**

- 1) Demonstrates high expectations for self and P-12 students.
- 2) Demonstrates patience and compassion by providing appropriate wait time for student responses and offering positive reinforcement to P-12 students experiencing difficulty during the learning process.
- 3) Communicates respectfully and responsively in diverse environments without imposing personal or cultural values.
- 4) Actively seeks out new information and innovative, evidence-based teaching strategies.
- 5) Demonstrates the ability to maintain cognitive capacity (attention, focus, memory, and processing speed needed to understand complex information) in university and P-12 classrooms.
- 6) Analyzes, synthesizes, integrates concepts, and problem-solves to formulate assessment and educational judgments.
- 7) Demonstrates the ability to work with frequent interruptions, to respond appropriately to unexpected situations, and to be flexible in rapidly changing circumstances. This includes demonstrating flexibility during the learning process.
- 8) Organizes time and materials, prioritizes tasks, performs several tasks at once, and adapts to changing situations and environments.
- 9) Demonstrates appropriate use of technology during meetings, classes, and clinical experiences.
- 10) Demonstrates an awareness of appropriate social boundaries between P-12 students and educators and adheres to those boundaries.
- 11) Thinks analytically about educational issues and reflects thoughtfully on their practices.
- 12) Demonstrates compliance with federal and state laws and all USI handbook policies.
- 13) Adheres to USI’s academic integrity policy.
- 14) Expresses themselves effectively in written and oral English to communicate concepts, assignments, evaluations, and expectations with members of the learning community, such as Teacher Education faculty, P-12 students, parents, administrators, and other school and community personnel.
- 15) Maintains P-12 student confidentiality, disclosing information only for professional purposes or as legally required by law.
- 16) Demonstrates a calm demeanor and effective coping strategies in stressful environments and addresses issues of concern professionally.
- 17) Maintains appropriate personal hygiene and dresses professionally, adhering to guidelines outlined in the applicable USI handbook.
- 18) Consistently meets course and clinical experience policies and requirements.

- 19) Is punctual and maintains regular attendance for professional commitments, including classes and clinical experiences.
- 20) Seeks assistance promptly from instructors and supervisors.
- 21) Responds appropriately to constructive criticism from instructors and supervisors.
- 22) Functions effectively in a collaborative team, whether with peers, P-12 students, parents, other school personnel, or community members.