Professional Dispositions for Academic Progress: OSU Teacher Candidates

Teacher Candidate Name: _____ Banner ID#: _____

Teacher Candidate Signature: _____ Date: _____

(A signature does not signify agreement on the student's part; it only acknowledges that they have seen this form.)

Purpose: It is part of the Office of Educator Support's role to ensure that, as an Education Preparation Program, we prepare teachers who meet the highest standards of excellence in professional dispositions. This document is a way to track those dispositions over time. It will be used throughout a teacher candidate's coursework to illustrate that candidates demonstrate professional dispositions expected of an effective P-12 educator while taking coursework during their program of study. The document is meant to be a flexible tool that can be used to support coursework-oriented guidance, for student reflection and goal setting, and for intervention when problems arise.

Disposition Standard	Evidence	Additional Comments
1. High Expectations/Understanding Diverse Cultures The teacher candidate completes lesson plans and units in coursework that center instruction on high expectations for student achievement. The teacher candidate demonstrates an asset-based perspective of individual differences and diverse cultures and communities in discussions, assignments, and their assigned lesson plans and units. The teacher candidate uses individual and cultural differences as assets for learning and planning.	Notes supporting rating: ____Met ____Not Met ____NA	
2. Differentiation The teacher candidate recognizes the value of instruction that supports individual student learning needs. The teacher candidate works to develop differentiated lessons and strategies to support every student in meeting rigorous learning goals.	Notes supporting rating: _____Met ____Not Met ____NA	
3. Instructional Strategies The teacher candidate recognizes the importance of and works to develop effective teaching practices and knowledge of content that use a variety of instructional strategies and technologies to engage learners in critical thinking, creativity, and collaborative problem-solving focused on learning targets.	Notes supporting rating: ____Met _____Not Met ____NA	

(Approved by the Professional Education Council, DATE 2/24/25; reviewed by OSU Attorney General, Date ###)

4. Assessment The teacher candidate engages in a continuous process of eliciting and reflecting on student understanding for the purpose of improving their own teaching practice. These assessments of student understanding should be both formal and informal, formative, and summative. Eliciting and understanding students' initial ideas is a way of understanding the diverse prior knowledge, experience, and family-based knowledge that the students are bringing to the learning experience.	Notes supporting rating ____Met ____Not Met ____NA	
5. Classroom Environment The teacher candidate engages with the class to foster a safe and positive learning environment. The teacher candidate recognizes the value of using a variety of classroom management strategies that consider the cultural, physical, emotional, and intellectual well-being of students appropriate to their grade level.	Notes supporting rating: ____Met ____Not Met ____NA	
6. Communication/Collaboration The teacher candidate communicates and collaborates with peers, faculty, and other community members in an ethical and professional manner to promote learning and growth through their coursework and program experiences.	Notes supporting rating: ____Met ____Not Met ____NA	
7. Taking Initiative to Participate and Collaborate The teacher candidate takes the initiative to participate and collaborate with a range of stakeholders in the field to advance their own professional development and contributions to the broader profession. Stakeholders include faculty, other classmates, school professionals, learners, families, and community members.	Notes supporting rating: ____Met ____Not Met ____NA	
8. Requests Feedback The teacher respectfully and openly requests, accepts, and applies feedback on course participation and assignments for improvement.	Notes supporting rating: ____Met ____Not Met ____NA	

9. Reflection	Notes supporting rating:	
The teacher candidate reflects on their own practice and progress in coursework, using evidence of student ideas and thinking to suggest changes to improve their instruction for all learners.	____Met ____Not Met ____NA	
10. Professionalism	Notes supporting rating:	
The teacher candidate demonstrates professionalism by arriving to class on time and departing appropriately. Communicating with the course instructor if unable to attend class. Turning in completed assignments on time. Preparing to collaborate and participate (with engagement and a positive attitude) during course time. Demonstrating the development of their teaching persona by being thoughtful, respectful, responsible, intentional, caring creative, hardworking, committed, and ethical.	____Met ____Not Met ____NA	

Additional Comments/Requirements:

_____

Faculty Name

_____

OES Representative Name

_____

Faculty Signature

_____

OES Representative Signature

This document is adapted from Washington State University's PDAP, available at https://education.wsu.edu/undergradprograms/teachered/professionaldisposition/