

Secondary Education Teacher Licensure
CANDIDATE PROFESSIONAL BEHAVIORS AND DISPOSITIONS
College of Education, University of Nevada, Reno

All teachers are expected to adhere to a professional code of conduct. How teachers interact with children, parents, and their professional colleagues is as important as their knowledge of content and teaching strategies. The College of Education at the University of Nevada, Reno has adopted a set of professional behaviors or dispositions that we feel are essential for prospective teachers. These dispositions (see attached forms) apply to the university setting, courses, practicum experiences, and the supervised internship and are assessed at different points during the teacher education program. Failure to demonstrate one or more of the dispositions may lead to an individualized plan for improvement and, in extreme cases, could lead to removal from the teacher preparation program. The list of dispositions is not exhaustive. Depending on the situation, there could be other dispositions and professional behaviors that might be relevant to becoming a professional educator that do not appear on the list, but which could be considered in an evaluation of overall readiness to become a teacher.

Application packets for teacher education programs in the College of Education will contain a description of the Professional Behaviors and Dispositions. Program applicants will be asked to sign the form to acknowledge their understanding of the Professional Behaviors and Dispositions. Dispositions Form 1 is used for this expectation.

Each teacher education candidate will be assessed at the following points in their programs:

1. **Program Assessment.** Each candidate will be assessed in at least once during the program prior to internship. Program faculty may choose to use a practicum course and have the teacher complete the assessment as well. Dispositions Form 3 is used for this assessment.
2. **Portfolio I.** Each candidate should complete the self-assessment of dispositions (Dispositions Form 2). In addition, the candidate should discuss their disposition and professional behaviors as part of the essay in the portfolio.
3. **Portfolio II/Internship.** During the internship, the lead teacher, the university supervisor, and the intern will complete the assessment. These assessments will be included in Portfolio II. (Lead teachers and supervisors use Form 3 and candidates use Form 2.)

At each of these assessment points, the candidate will be given a copy of the assessment.

If any of the scheduled assessments of professional behaviors and dispositions raise significant concerns about the candidate, a Referral for Professional Behaviors and Dispositions form should be completed (see Dispositions Form 4). In addition, faculty may complete a referral form at any time during the program to raise a concern about a student's professional behavior or dispositions. Examples of behaviors that might result in a referral would be a candidate's inability to work with others in a university class, university classroom behaviors that are a disruption and are not resolved even after intervention by the course instructor, or inappropriate behavior at a practicum or internship site.

The completed Referral for Professional Behaviors and Dispositions will be forwarded to the chair of the department in which the candidate is enrolled. Upon receipt of a referral form, the department chair will make the determination on how to proceed. The chair will have flexibility in determining how to proceed depending on the severity of the concern and where the candidate is in the program. If multiple referrals or an initial referral raises significant concerns, the chair will form a faculty committee of at least three faculty members. Typically, the committee will consist of at least two faculty members who have worked with the candidate (typically from the program) and one faculty member who has not worked with the candidate (typically from outside program). The faculty member making the referral may not be a member of the committee. The committee will review the referral materials, meet with the candidate and faculty member(s) making the referral, and make a recommendation on the candidate continuing in the program. The recommendation must be reviewed and approved by both the program and the department chair. The candidate may appeal the decision to the Teacher Education Coordinating Committee (contact person is the Associate Dean of the College of Education). The decision of the Coordinating Committee will be final.

It should be noted that the assessment of dispositions and professional behavior is a separate process from the university disciplinary action due to violations of the university code of student conduct (see Student Conduct Information section in the university catalog or the Student Judicial Services website at www.unr.edu/stsv/sjmas). The assessment of dispositions and any decisions based on these assessments are program and professional judgments by faculty members to determine the candidate's capability to become an educator. If a candidate is accused of a violation of the code of student conduct such as academic dishonesty, the university process for academic dishonesty will be followed. The results of disciplinary action may be considered as part of a referral for dispositions and professional behaviors, but may not be the sole consideration. A candidate may be referred for unprofessional behavior that is not part of the university student code.

**Secondary Education Teacher Licensure
CANDIDATE PROFESSIONAL BEHAVIORS AND DISPOSITIONS
College of Education, University of Nevada, Reno**

All teachers are expected to adhere to a professional code of conduct. How teachers interact with children, parents, and their professional colleagues is as important as their knowledge of content and teaching strategies. The College of Education at the University of Nevada, Reno has adopted a set of professional behaviors or dispositions that we feel are essential for prospective teachers. These dispositions apply to the university setting, courses, practicum experiences, and the supervised internship and are assessed at different points during the teacher education program. Failure to demonstrate one or more of the dispositions may lead to an individualized plan for improvement and, in extreme cases, could lead to removal from the teacher preparation program. The list of dispositions is not exhaustive. Depending on the situation, there could be other dispositions and professional behaviors that might be relevant to becoming a professional educator that do not appear on the list, but which could be considered in an evaluation of overall readiness to become a teacher. A complete description of the process for assessing Professional Behavior and Disposition is on the back of this form. Candidates are to read and sign this form and attach it to their application for admission to teacher education.

The dispositions and professional behaviors contained in this assessment were adapted with permission from materials from the University of Eastern Michigan.

Reflective Practitioner
Professional Ethics <i>The candidate adheres to standards of ethical conduct including academic honesty and confidentiality.</i>
Collaboration <i>The candidate works effectively with professional colleagues and other adults.</i>
Commitment to Teaching <i>The candidate values the profession of teaching. He or she exhibits a positive attitude toward schools, teaching, students, and parents.</i>
Emotional Maturity <i>The candidate responds to frustration and stress appropriately.</i>
Professional Demeanor & Responsibility <i>The candidate is prompt, not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follow through on commitments. The candidate dresses appropriately for the situation and wears attire suitable for teachers in the school during practicum and internships. The candidate is poised and professional in his or her demeanor. The candidate is flexible and is able to make adjustments to changing student needs and circumstances.</i>
Professional Feedback <i>The candidate is receptive and responsive to professional feedback incorporating suggestions into practice.</i>
Self-Reflection <i>The candidate reflects on and evaluates his or her own behavior and work. He or she is willing to consider multiple perspectives of his or her own performance. The candidate is willing and able to recognize own difficulties or deficiencies and begin to develop potential solutions.</i>
Multicultural and Democracy
Student Focus <i>The candidate recognizes and respects students as valued and unique individuals.</i>
Commitment to Diversity <i>The candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities.</i>
Love of Learning & Strong Fund of Knowledge
Initiative <i>The candidate is independent and goes beyond minimum expectations.</i>
Problem Solving <i>The candidate is an active and effective problem solver.</i>
Commitment to Learning <i>The candidate is curious and interested in learning more about students and content areas. The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes.</i>

I have read the dispositions and professional behaviors above and I understand they describe a set of expectations for candidates enrolled in teacher education programs in the College of Education at the University of Nevada, Reno. I further understand that as a teacher education candidate if I do not exhibit these behaviors based on the professional judgment of program faculty, I may be asked to leave the program.

Candidate Signature: _____

Date: _____