

# **Undergraduate Professional Dispositions and Requirements**

Effective teachers demonstrate the professional knowledge, skills, and habits necessary to support students with a wide range of abilities, interests, and personalities. UT Tyler is responsible for guiding and evaluating teacher candidates' professional effectiveness, instructional competence, and conduct using multiple measures to ensure readiness for teaching in diverse educational settings.

Professional dispositions refer to professional standards, ethical conduct, and responsible behaviors that support successful teaching practice. These dispositions influence how educators interact with students, colleagues, families, and the broader educational community. Each semester, the following three dispositions are evaluated by course instructors and field supervisors in consultation with mentor teachers. If a student receives a concern form or displays unprofessional behavior, they may be required to enter a Professional Improvement Plan (PIP) process to remain in the program.

## **1. Responsibility and Accountability**

This disposition addresses candidates' professional conduct, appearance, and adherence to ethical and legal standards.

### **The teacher candidate or clinical teacher:**

#### **a. Accepts responsibility for personal actions or decisions.**

Examples may include:

- Demonstrates understanding of policies and procedures related to professional behavior;
- Responds appropriately to constructive feedback to improve practice;
- Maintains a safe and orderly learning environment.

#### **b. Demonstrates professional demeanor.**

Examples may include:

- Is dependable, punctual, and prepared for professional and academic activities;
- Meets attendance expectations;
- Participates actively in class and professional settings;
- Assists others when appropriate;
- Uses electronic devices responsibly, including maintaining a professional digital footprint presence.

#### **c. Complies with university and school district policies and procedures.**

Examples may include:

- Meets program expectations and deadlines;
- Seeks assistance in a timely manner when needed;

- Produces quality academic and professional work;
- Demonstrates academic honesty;
- Maintains confidentiality of student, family, and staff information.

**d. Follows university, school, and/or district policies for professional appearance.**

Examples may include:

- Dresses according to applicable dress code policies;
- Demonstrates appropriate personal hygiene and professional self-care.

**e. Engages in professional, legal, and ethical conduct.**

Examples may include:

- Abides by applicable laws and ethical standards;
- Adheres to the UT Tyler Honesty Code and Code of Ethics;
- Follows the Standard Practices for Texas Educators.
- Adheres to proper and ethical use of AI as defined by university policy and course syllabi.

## **2. Commitment to Effective and Professional Communication**

This disposition addresses candidates' interpersonal and communication skills used to foster productive professional relationships within educational settings.

**The teacher candidate or clinical teacher:**

**a. Demonstrates a positive professional attitude toward learning.**

Examples may include:

- Participates actively in class activities and professionally related experiences;
- Meets or exceeds expectations for assignments, tasks and teamwork.

**b. Collaborates effectively with peers and professionals (School of Education faculty and instructors, field supervisors, mentor teachers, and other professionals in academic settings) to support student learning outcomes.**

Examples may include:

- Contributes meaningfully to group efforts;
- Considers and responds to multiple perspectives;
- Demonstrates respect for others and their ideas.

**c. Uses professional oral and written communication appropriate to purpose and audience.**

Examples may include:

- Communicates using grammatically correct oral and written language;
- Exercises appropriate professional judgement in self-disclosure;

- Uses effective conflict-resolution strategies;
- Employs appropriate tone, verbal, and nonverbal communication;
- Uses professional language that is respectful, objective, and appropriate for educational settings.

**d. Demonstrates respectful and professional interactions with others.**

Examples may include:

- Maintains emotional control;
- Responds appropriately to others' actions and reactions;
- Takes responsibility for personal conduct;
- Adapts to new or unexpected situations;
- Communicates ideas clearly and listens attentively.

**e. Develops and maintains professional workplace relationships.**

Examples may include:

- Assumes appropriate roles in collaborative settings;
- Responds appropriately to supervision;
- Uses feedback to improve professional skills;
- Demonstrates integrity and professional competence.

**f. Serves as a positive role model.**

Examples may include:

- Demonstrates maturity, self-discipline, and sound judgment.
- Actively contributes to a culture of learning and growth

### **3. Commitment to Students and Their Learning**

This disposition addresses candidates' professional engagement in instructional practices that support student learning and academic development.

**The teacher candidate or clinical teacher:**

**a. Demonstrates subject-area knowledge and understanding of curriculum standards.**

Examples may include:

- Demonstrates content-area knowledge;
- Demonstrates understanding of the Texas Essential Knowledge and Skills (TEKS) and the Texas English Language Proficiency Standards (ELPS).

**b. Demonstrates commitment to student learning.**

Examples may include:

- Maintains high expectations for student growth;
- Creates a supportive and structured learning environment;

- Supports students in their development as independent and responsible learners;
- Attends to students' academic and developmental needs within the scope of professional practice.

**c. Uses a range of instructional strategies to support learning.**

Examples may include:

- Plans instruction based on instructional goals and student learning needs;
- Uses flexible instructional groupings when appropriate;
- Applies instructional strategies aligned with established best practices;
- Adjusts instruction based on assessment and reflection.

**d. Reflects on teaching practice.**

Examples may include:

- Identifies areas of instructional strength and growth;
- Engages in professional learning informed by reflection and feedback.