



Teacher Candidate's Commitment to Professional Disposition

Teacher Candidate Name: _____ STARID: _____

Dispositions are defined as the values, commitments, and professional ethics that influence behavior toward students, families, colleagues, and communities. They affect student learning, motivation, and development, as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. The dispositions listed are expected of teacher candidates in the Fond du Lac Tribal & Community College Elementary Education program and should be demonstrated in the FDLTCC classroom, during field experiences, and student teaching experiences.

GIKENDAASOWIN – Knowing Knowledge

To teach content knowledge and prepare our teacher candidates to be problem solvers who strive for continuous learning and growth.

Disposition: **Integrates Content and Pedagogical Knowledge**

Teacher candidates demonstrate their ability to integrate content and pedagogical knowledge by weaving the following into their teaching:

- *Technology:* Uses technology effectively to improve student learning.
- *Theory to Practice:* Applies current theory, research, and best practices to improve one's professional practice as a teacher.
- **Critical and Connected Thinking:** Engages in critical thinking that reflects analysis, problem solving, and incorporates world views and community knowledge to create culturally relevant instruction.
- *Reflective Practice:* Demonstrates self-reflection and incorporates professional feedback to adjust for continuous improvement in professional practices and effective instruction.

Professional Outcome: **Content and Pedagogical Knowledge**

- To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to Indigenous and other ways of knowing.

GWAYAKWAADIZIWIN – Living a Balanced Way

To provide teacher candidates the opportunity to recognize the importance of living in harmony with the community and are prepared to use a collective approach to understanding and deciding on a course of action.

Disposition: **Communication and Collaboration**

Teacher candidates demonstrate professional, interpersonal, and communication skills. These skills are used to promote positive collaborative partnerships with students, families, colleagues, other school professionals, and the global community to support achievement of student learning outcomes.

- *Reflective Collaboration:* Uses insights and inspiration of others to improve practice and can occur in:
 - Professional Learning Communities
 - Mentoring Programs
 - Peer Observations
 - Critical Friends Groups
- *Community Involvement:* Demonstrates positive collaborative interaction skills with faculty, advisors, students, colleagues, parents/guardians/caregivers, school teams, and those in the wider community.
- *Communication:* Effectively and accurately communicates ideas, thoughts, or visions (oral and written) and engages in active listening based on audience and community cultural norms.

Professional Outcome: **Community and Collaboration**

- To develop teachers who are reflective, connected educators who understand the interrelatedness of educating the whole child by including the community.

ZOONGIDE'EWIN – Strong Hearted

To provide a foundation that builds and strengthens each teacher candidate's resilience, innovation, and passion.

Disposition: **Vision and Leadership**

Teacher candidates demonstrate the vision and skills necessary to lead and manage classrooms and schools as complex, adaptive systems in a changing world.

- Demonstrates skills and qualities that lead to meaningful change.
- Models and fosters respect for all cultures, identities, and perspectives in words and actions and considers historical pasts to prepare for the future.
- Listens and responds to community needs and understands cultural norms as opportunities for growth and development.

Professional Outcome: **Transformational Leadership**

- To increase the teachers' leadership capacity to live and walk with a strong heart, respectful and open to new ideas and courageous enough to confront the accepted truths of history and society.

AANGWAAMIZIWIN – Diligence and Caution

To develop teacher candidates' capacity to proceed carefully, after identifying, discussing, and reflecting on logical and ethical dimensions of political, cultural, social, and personal life.

Disposition: [Ethical Behavior](#)

Teacher candidates demonstrate professional integrity through behaviors and actions that reflect state and FDLTCC ethical and cultural standards.

- Demonstrate professional and ethical conduct with faculty, faculty supervisors, cooperating teachers, students, parents, colleagues, and community.
- Practices, complies, and understands the school site and the college and program policies (e.g., academic honesty), as well as Minnesota Code of Ethics for Teachers 8710.2100 (see Appendix C).
- Adheres to all professional standards, including the use of technologies (e.g., accesses authorized websites, social media, and other applications, and uses personal electronic devices as appropriate).

Professional Outcome: [Ethical Practitioner](#)

- To develop teachers' capacity to be ethically responsive in respecting their role as an educator and understanding community needs.

DEBWEWIN – Honesty and Integrity

Support teacher candidates as they develop a deeper appreciation of their own worldview and the worldview of others.

Disposition: [Data-Informed Practice](#)

Teacher candidates demonstrate the ability to make data-driven decisions as they plan, implement, and evaluate their teaching and the students they serve.

- Uses student data to plan and implement instructional strategies and activities to meet all student needs.
- Uses assessment data to identify student strengths and deficiencies and adjusts practice based on results.
- Uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the student.

Professional Outcome: [Assessment and Use of Data](#)

- To expand teachers' potential to think and act with honesty and integrity as they use multiple types of assessment strategies to evaluate student progress and guide student learning and development.

ZAAGI' IDIWIN – Loving and Caring

To encourage teacher candidates' development of healthy, caring relationships built on respect for all.

Disposition: [Equity, Social Justice, and Inclusion](#)

Teacher candidates demonstrate fairness, empathy and compassion based on their belief that everyone can learn. Candidates actively seek out multiple perspectives and diverse experiences to address the academic, interpersonal, and emotional needs of all students.

- Demonstrates and appreciation of the languages, communities, and experiences students bring to the classroom.
- Advocates for and supports Indigenous and other diverse communities and individuals.
- Respects the dignity and essential worth of all individuals.
- Interacts with sensitivity to community and cultural norms.
- Values and responds to all aspects of a child's developmental well-being (cognitive, emotional, psychological, social, and physical).
- Promotes the diversity of opinions, ideas, and backgrounds.

Professional Outcome: [Diversity](#)

- To promote teachers' understanding and respect of the diversity within their school, community, and environment.

ZHAWENINDIWIN – Compassion

To encourage teacher candidates to develop an empathetic appreciation of the arts and humanities to better understand the human experience.

Disposition: [Life-long Learner](#)

Teacher candidates engage in professional growth and encourage curiosity and inquiry as reflective agents of change by sharing knowledge responsibly and participating as a community resource.

- Demonstrates commitment to professional development and intellectual curiosity.
- Practices current skills while demonstrating ability to adapt and develop new skills.
- Actively participates or fosters a positive professional learning environment within the school community as well as the school-home relationships.
- Analyzes various professional contexts, resulting in more informed decision-making about professional practice.

Professional Outcome: [Generation of New Knowledge](#)

- To expand teachers' knowledge of the human condition and cultures, and the importance of compassion especially in relation to behavior, ideas, and values.

I have read the dispositions and indicators listed. I agree dispositions are important to my development as an effective, professional educator. I am committed to my own growth and excellence in acquiring and demonstrating these dispositions. I understand my progress in Teacher Education depends upon my successful demonstration of these dispositions.

Teacher Candidate Signature: _____ **Date:** _____