

Educator Disposition Assessment Initial Teacher Certification Programs

Alignment

Alignment to National Standards and Assurance of Alignment. As a research-based and proprietary instrument, the EDA is aligned with CAEP and InTASC standards. The EDA aligns to all 9 Missouri Teacher Standards which allows EPP programs to document candidates' growth and proficiency across key disposition-oriented behaviors.

Evidence Overview

Use of Assessment as Part of the Quality Assurance System. The EDA instrument is used formatively and summatively to assess candidate dispositions at the program and unit level. As a formative tool, the EDA is used to provide candidates opportunities to develop increased awareness, conduct self-assessments and achieve goals related to the 27 disposition items and indicators. As a summative assessment, teacher candidates' dispositions are monitored at designated time points in their program and at the Unit level immediately prior to program completion. By applying the EDA in this multidimensional way, UCM EPP promotes candidates' development of confidence and competence in research-based teaching dispositions.

Details of Assessment Administration. The EDA is used with all candidates' enrolled in practicum coursework before and during their formal admission to the UCM EPP. Candidates complete self-assessments during sophomore, junior and senior years, and immediately prior to program completion. Faculty complete formative and summative evaluations during sophomore, junior and senior practicum experiences and immediately prior to program completion. A chart detailing EDA implementation by programs may be found beginning on page 19 of this document.

How the Evaluation is used to Measure Candidate Progress. EPP faculty uses the EDA to implement supports intended to assist candidates' development of dispositions prior to student teaching, such as faculty-student dispositional conferences, targeted goal-setting, or to formally address dispositional concerns. The EDA is a screening tool for candidate entry into professional semesters, such as candidates demonstrating negative dispositions as documented on the EDA or failing to address deficiencies noted on previous dispositional assessments may be suspended or removed from the EPP. To be enrolled in student teaching, candidates' scores must be 1 or higher on each EDA indicator. Candidates who earn a zero on any disposition indicator during the student teaching semester may not earn a grade higher than a C in student teaching and will not be recommended for teacher certification. Teacher candidates who earn a zero on any disposition indicator during the student teaching semester may: a) graduate with a BSE, BME, or BS acknowledging UCM will not recommend them for teaching certification; b) transition into the BS in Educational Studies and Training, acknowledging UCM will not recommend them for teaching certification; c) postpone graduation

and repeat the student teaching semester; or d) move into an individualized degree plan, acknowledging UCM will not recommend them for teaching certification.

Evidence and Analysis

Directions Delivered to Candidates. The EDA instrument begins with clear directions to the candidates for completing self-assessments.

Evaluation Instrument. The Educator Disposition Assessment is included beginning on page 12 of this document.

Assurance of Reliability and Validity. The EDA was developed using psychometric evaluation efforts, so that results associated with this measure of teaching dispositions represent accurate judgments. The EDA is a widely adopted proprietary tool assisting with the validity and reliability of data. To ensure the EPP’s ongoing use of the EDA, routine calibration experiences are held annually to help develop consistency among raters.

Presentation of Data

Unit Mean Scores - Educator Disposition Assessment

	Disposition 1			Disposition 2		Disposition 3					Disposition 4			Disposition 5				Disposition 6		Disposition 7			Disposition 8		Disposition 9		
	1a	1b	1c	2a	2b	3a	3b	3c	3d	3e	4a	4b	4c	5a	5b	5c	5d	6a	6b	7a	7b	7c	8a	8b	9a	9b	9c
	Demonstrates effective oral communication Skills			Demonstrates effective written communication skill		Demonstrates professionalism					Demonstrates a positive and enthusiastic attitude			Demonstrates preparedness in teaching and learning				Exhibits an appreciation of and value for cultural and academic diversity		Collaborates effectively with stakeholders			Demonstrates self-regulated learner behaviors/ takes initiative		Exhibits the social and emotional intelligence to promote personal and educational goals/stability		
Fall '20 (N=69)	1.94	1.98	1.96	1.98	1.94	1.92	1.92	1.98	2.00	1.98	1.96	1.96	1.98	1.96	1.94	1.96	1.92	2.00	2.00	1.98	2.00	1.94	1.94	4.85	1.98	1.96	2.00
Spri	1.97	1.96	1.99	1.99	1.93	1.94	1.96	1.98	2.00	1.96	1.95	1.95	1.97	1.99	1.97	1.98	1.93	1.97	1.98	1.98	1.96	1.93	1.88	1.98	1.93	2.00	

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'21 (N=173)																											
Fall '21 (N=72)	1.97	1.93	1.93	1.96	1.94	1.96	1.97	2.00	1.98	2.00	1.96	1.97	1.99	1.96	2.00	1.96	1.93	1.96	1.97	1.99	1.99	1.99	1.93	1.88	1.97	1.91	2.00
Spri '22	1.96	1.94	1.98	1.97	1.94	1.93	1.97	2.0	1.96	1.94	1.89	1.92	1.96	1.96	1.94	1.96	1.91	1.94	1.94	1.97	1.98	1.94	1.87	1.86	1.96	1.94	1.98

**Educator Disposition Assessment
Disaggregated by Nature of Program**

Disposition		Fall 2020		Spring 2020		Fall 2021		Spring 2022	
		Traditional Program (N=54)	Alternative Certification Program (N=15)	Traditional Program (N=153)	Alternative Certification Program (N=20)	Traditional Program (N=61)	Alternative Certification Program (N=11)	Traditional Program (N=159)	Alternative Certification Program (N=21)
Demonstrates effective oral communication skills	1a	1.95	2.0	1.97	2.0	1.92	2.0	1.96	1.95
	1b	1.98	2.0	2.96	2.0	1.92	2.0	1.94	2.0
	1c	1.98	2.0	1.99	2.0	1.92	2.0	1.98	2.0
Demonstrates effective written communication skills	2a	1.98	2.0	1.99	2.0	1.96	2.0	1.96	2.0
	2b	1.98	2.0	1.92	2.0	1.94	2.0	1.94	2.0
Demonstrates professionalism	3a	1.91	2.0	1.94	2.0	1.95	2.0	1.92	2.0
	3b	1.93	2.0	1.96	2.0	1.97	2.0	1.97	1.95
	3c	2.0	2.0	1.98	2.0	2.0	2.0	2.0	2.0
	3d	2.0	2.0	2.0	2.0	1.98	2.0	1.96	2.0
	3e	2.0	2.0	1.95	2.0	2.0	2.0	1.94	1.95

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Demonstrates a positive and enthusiastic attitude	4a	1.98	2.0	1.94	2.0	1.95	2.0	1.89	1.91
	4b	1.98	2.0	1.94	2.0	1.97	2.0	1.92	1.91
	4c	2.0	2.0	1.97	2.0	1.98	2.0	1.96	1.95
Demonstrates preparedness in teaching and learning	5a	1.98	2.0	1.99	2.0	1.95	2.0	1.96	2.0
	5b	1.95	2.0	1.97	2.0	2.0	2.0	1.94	1.95
	5c	2.0	2.0	1.97	2.0	1.95	2.0	1.95	2.0
	5d	1.93	2.0	1.92	2.0	1.92	2.0	1.90	1.95
Exhibits an appreciation of and value for cultural and academic diversity	6a	2.0	2.0	1.92	1.94	1.96	2.0	1.94	1.90
	6b	2.0	2.0	1.97	2.0	1.97	2.0	1.94	1.95
Collaborates effectively with stakeholders	7a	1.98	2.0	1.97	2.0	1.98	2.0	1.97	2.0
	7b	2.0	2.0	1.97	2.0	1.98	2.0	1.98	2.0
	7c	1.95	1.83	1.97	1.94	1.98	2.0	1.94	1.95
Demonstrates self-regulated learner behaviors/ takes initiative	8a	1.93	2.0	1.92	2.0	1.92	2.0	1.87	1.86
	8b	1.81	2.0	1.87	1.94	1.87	2.0	1.86	1.86
Exhibits the social and emotional intelligence to promote personal and educational goals/stabilit	9a	1.98	2.0	1.98	2.0	1.97	2.0	1.96	2.0
	9b	1.95	2.0	1.92	2.0	1.90	2.0	1.94	1.90
	9c	2.0	2.0	2.0	2.0	2.0	2.0	1.97	2.0

**Educator Disposition Assessment
Disaggregated by Certification Area**

		Disposition 1			Disposition 2		Disposition 3					Disposition 4			Disposition 5				Disposition 6		Disposition 7			Disposition 8		Disposition 9		
		Demonstrates effective oral communication Skills			Demonstrates effective written communication skill		Demonstrates professionalism					Demonstrates a positive and enthusiastic attitude			Demonstrates preparedness in teaching and learning				Exhibits an appreciation of and value for cultural and academic diversity		Collaborates effectively with stakeholders			Demonstrates self-regulated learner behaviors/ takes initiative		Exhibits the social and emotional intelligence to promote personal and educational goals/stability		
		1a	1b	1c	2a	2b	3a	3b	3c	3d	3e	4a	4b	4c	5a	5b	5c	5d	6a	6b	7a	7b	7c	8a	8b	9a	9b	9c
Early Childhood	Fall '20 (N=10)	1.8	1.9	1.9	1.9	1.9	1.9	1.9	2.0	2.0	2.0	1.9	1.9	2.0	1.9	1.8	2.0	1.8	2.0	2.0	2.0	2.0	1.9	1.9	1.8	1.9	1.8	2.0
	Spr '21 (N=23)	1.91	1.96	1.96	2	1.96	2	1.96	1.96	2	1.96	1.96	1.91	1.96	2	1.96	1.96	1.91	1.96	2	2	2	1.96	1.96	1.96	2	2	2
	Fall '21 (N=15)	1.93	2.0	1.93	2.0	1.93	1.93	2.0	2.0	2.0	2.0	1.93	1.93	2.0	1.93	2.0	1.93	1.93	2	2	2	2	2	1.93	1.8	2	1.93	2
	Spr '22 (N=23)	2.0	1.96	2.0	2.0	1.87	1.91	2.0	2.0	2.0	1.96	1.87	1.96	1.96	2.0	1.96	2.0	1.96	1.96	2.0	2.0	2.0	1.91	1.87	1.82	2.0	1.91	2.0
Elementary	Fall '20 (N=15)	1.93	2.0	1.93	2.0	2.0	2.0	1.93	1.93	2.0	1.93	1.93	1.93	1.93	1.93	1.93	1.86	1.86	2.0	2.0	1.93	2.0	1.93	1.86	1.86	2.0	2.0	2.0
	Spr '21 (N=53)	1.96	1.98	2.0	1.98	1.90	1.94	1.96	1.98	2	1.96	1.94	1.96	1.98	2	1.98	1.98	1.96	1.94	1.98	2	1.98	1.94	1.90	1.84	1.98	1.88	2.0
	Fall '21 (N=21)	2	1.95	1.95	1.90	1.95	2	2	2	2	2	2	2	1.95	1.95	2	2	1.95	2	2	2	2	2	1.95	1.90	1.95	1.90	2
	Spr '22 (N=58)	1.98	1.95	2.0	1.98	1.92	1.95	1.98	2.0	1.97	1.98	1.88	1.93	1.98	1.98	1.97	1.95	1.86	1.93	1.97	1.98	2.0	1.95	1.88	1.84	1.97	1.93	1.97
Middle School	Fall '20 (N=7)	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	Spr '21 (N=15)	2	1.88	2	2	1.82	2	2	2	2	1.94	2	2	2	1.94	1.94	2	1.88	1.88	1.94	1.88	1.94	1.94	1.94	1.70	2	1.88	2
	Fall '21 (N=7)	1.83	1.83	1.67	2	2	2	2	2	1.83	2	1.83	2	2	2	2	2	1.83	1.83	1.67	2	2	2	1.83	2	2	2	2
	Spr '22 (N=16)	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0

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Spec. Education	Fall '20 (N=3)	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	Spr '21 (N=14)	2	2	2	2	2	2	2	2	2	2	1.93	1.93	2	2	2	2	1.93	2	2	2	2	2	1.93	1.93	2	2	2
	Fall '21 (N=3)	1.8	1.8	2	1.8	2	2	2	2	2	2	2	1.8	2	1.8	2	1.8	1.8	1.8	2	1.8	1.8	1.8	1.8	1.8	1.8	1.8	2
	Spr '22																											
Secondary and K-12 Programs	Fall '20* (N=17)	2.0	2.0	2.0	2.0	2.0	1.86	1.86	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1.93	2	1.93	2	2	2
	*includes 1 FCS, 1 Business, 3 English, 1 Math, 1 Modern Lang, 6 Social Studies, 1 Art, 3 Music																											
	Spr '21** (N=48)	1.98	1.96	2	1.98	1.94	1.89	1.95	1.98	2	1.95	1.95	1.95	1.95	1.98	1.96	1.96	1.93	1.89	1.95	1.96	1.96	1.98	1.95	1.91	1.96	1.93	2
	**includes 5 PE, 3 FCS, 3 Agriculture, 3 Biology, 1 ETTE, 7 English, 3 Math, 2 Modern Lang, 5 Social Studies, 5 Art, 11 Music																											
	Fall '21*** (N=23)	1.9	1.9	1.95	2	1.9	1.9	1.9	2	2	2	1.95	2	2	2	2	1.95	1.95	1.95	2	2	2	2	1.95	1.9	2	1.9	2
	***includes 3 PE, 1 FCS, 1 Agriculture, 1 Business, 4 English, 1 Mathematics, 7 Social Studies, 1 Speech Theater, 1 Art, 3 Music																											
Spr '22**** (N=72)	1.94	1.96	1.99	1.94	1.97	1.93	1.94	2.0	1.96	1.94	1.90	1.89	1.96	1.94	1.94	1.97	1.93	1.93	1.90	1.96	1.97	1.96	1.86	1.86	1.94	1.94	1.99	
**** Includes 6 Art, 11 Music, 12 PE, 5 Ag, 4 Business, 1 ETTE, 9 English, 5 FCS, 7 Mathematics, 2 Mod Lang, 3 Science, 5 SS, 2 Speech Theatre																												

**Educator Disposition Assessment
Disaggregated by Race**

Disposition		Fall 2020		Spring 2020		Fall 2021		Spring 2022	
		White (N=58)	Students of Color (N=8)	White (N=158)	Students of Color (N=15)	White (N=66)	Students of Color (N=6)	White (N=181)	Students of Color (N=16)
Demonstrates effective oral communication skills	1a	1.95	1.83	1.97	1.95	1.92	2.0	1.96	1.94
	1b	1.98	2.0	1.97	1.95	1.92	2.0	1.94	2.0

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	1c	1.98	1.83	2.0	1.95	1.92	2.0	1.98	2.0
Demonstrates effective written communication skills	2a	1.98	2.0	1.99	1.95	1.95	2.0	1.97	1.94
	2b	1.93	2.0	1.92	1.95	1.94	2.0	1.94	1.94
Demonstrates professionalism	3a	1.91	2.0	1.94	2.0	1.95	2.0	1.93	1.94
	3b	1.95	1.67	1.98	1.94	1.98	1.8	1.97	2.0
	3c	2.0	1.83	1.99	1.94	2.0	2.0	2.0	2.0
	3d	2.0	2.0	2.0	2.0	1.98	2.0	1.96	2.0
	3e	2.0	1.83	1.96	1.94	2.0	2.0	1.94	2.0
Demonstrates a positive and enthusiastic attitude	4a	1.98	1.83	1.95	1.94	1.95	2.0	1.89	1.94
	4b	1.98	1.83	1.95	1.94	1.97	2.0	1.92	1.88
	4c	2.0	1.83	1.97	2.0	1.98	2.0	1.96	2.0
Demonstrates preparedness in teaching and learning	5a	1.98	1.83	1.99	2.0	1.95	2.0	1.96	2.0
	5b	1.95	1.83	1.97	1.94	2.0	2.0	1.94	2.0
	5c	2.0	1.67	1.99	1.88	1.95	2.0	1.96	2.0
	5d	1.93	1.83	1.94	1.81	1.92	2.0	1.91	1.94
Exhibits an appreciation of and value for cultural and academic diversity	6a	2.0	2.0	1.92	1.94	1.95	2.0	1.94	1.81
	6b	2.0	2.0	1.97	1.94	1.97	2.0	1.94	1.94
Collaborates effectively with stakeholders	7a	2.0	1.83	1.97	2.0	1.98	2.0	1.97	2.0
	7b	2.0	2.0	1.98	1.94	1.98	2.0	1.98	2.0
	7c	1.95	1.83	1.96	2.0	1.98	2.0	1.94	2.0

Demonstrates self-regulated learner behaviors/ takes initiative	8a	1.98	1.67	1.93	1.94	1.92	2.0	1.87	1.94
	8b	1.86	1.67	1.87	1.94	1.88	2.0	1.86	1.75
Exhibits the social and emotional intelligence to promote personal and educational goals/stabilit	9a	1.98	2.0	1.99	1.94	1.97	2.0	1.96	2.0
	9b	1.95	2.0	1.92	1.94	1.91	2.0	1.94	2.0
	9c	2.0	2.0	2.0	2.0	2.0	2.0	1.98	2.0

**Educator Disposition Assessment
Disaggregated by Gender**

Disposition		Fall 2020		Spring 2020		Fall 2021		Spring 2022	
		Male (N=19)	Female (N=48)	Male (N=29)	Female (N=144)	Male (N=9)	Female (N=63)	Male (N=40)	Female (N=136)
Demonstrates effective oral communication skills	1a	2.0	1.91	1.96	1.97	1.86	1.93	1.98	1.95
	1b	2.0	1.97	2.0	1.96	1.86	1.93	1.95	1.94
	1c	2.0	1.94	2.0	1.99	1.86	1.93	1.98	1.99
Demonstrates effective written communication skills	2a	2.0	1.97	1.96	1.99	2.0	1.95	1.98	1.96
	2b	2.0	1.91	1.96	1.92	1.71	1.97	2.0	1.93
Demonstrates professionalism	3a	2.0	1.88	1.96	1.94	1.86	1.97	1.95	1.93
	3b	2.0	1.88	1.96	1.96	1.86	1.98	1.98	1.96
	3c	2.0	1.97	2.0	1.98	2.0	2.0	2.0	2.0
	3d	2.0	2.0	2.0	2.0	2.0	1.98	1.93	1.97
	3e	2.0	1.97	1.96	1.96	2.0	2.0	1.98	1.93

Demonstrates a positive and enthusiastic attitude	4a	2.0	1.94	2.0	1.94	1.86	1.97	1.95	1.88
	4b	2.0	1.94	2.0	1.94	2.0	1.97	1.90	1.92
	4c	2.0	1.97	2.0	1.96	2.0	1.98	2.0	1.95
Demonstrates preparedness in teaching and learning	5a	2.0	1.94	2.0	1.99	2.0	1.95	1.98	1.96
	5b	2.0	1.91	2.0	1.96	2.0	2.0	1.98	1.93
	5c	2.0	1.94	2.0	1.97	1.86	1.97	1.98	1.95
	5d	2.0	1.88	2.0	1.92	1.86	1.93	1.98	1.88
Exhibits an appreciation of and value for cultural and academic diversity	6a	2.0	2.0	1.96	1.92	2.0	1.95	1.98	1.93
	6b	2.0	2.0	1.96	1.97	2.0	1.97	1.93	1.95
Collaborates effectively with stakeholders	7a	2.0	1.97	1.96	1.98	2.0	1.98	1.98	1.97
	7b	2.0	2.0	1.96	1.98	2.0	1.98	2.0	1.98
	7c	2.0	1.91	2.0	1.96	2.0	1.98	1.98	1.93
Demonstrates self-regulated learner behaviors/takes initiative	8a	2.0	1.91	2.0	1.92	2.0	1.92	1.90	1.85
	8b	1.8	1.85	1.96	1.86	1.86	1.88	1.85	1.85
Exhibits the social and emotional intelligence to promote personal and educational goals/stabil	9a	2.0	1.97	2.0	1.98	2.0	1.97	1.98	1.96
	9b	2.0	1.94	1.96	1.92	1.86	1.92	1.98	1.93
	9c	2.0	2.0	2.0	2.0	2.0	2.0	2.0	1.97

**Educator Disposition Assessment
Disaggregated by First Generation Status**

Disposition		Fall 2020		Spring 2020		Fall 2021		Spring 2022	
		First Gen (N=11)	Not First Gen (N=58)	First Gen (N=29)	Not First Gen (N=136)	First Gen (N=14)	Not First Gen (N=46)	First Gen (N=58)	Not First Gen (N=120)
Demonstrates effective oral communication skills	1a	2.0	1.9	1.96	1.97	1.94	1.91	1.91	1.98
	1b	2.0	1.97	1.93	1.97	1.94	1.91	1.93	1.95
	1c	2.0	1.93	1.96	2.0	2.0	1.89	1.95	2.00
Demonstrates effective written communication skills	2a	2.0	1.97	2.0	1.98	1.94	1.96	1.95	1.98
	2b	2.0	1.97	1.79	1.95	2.0	1.91	1.90	1.97
Demonstrates professionalism	3a	1.95	1.9	1.89	1.95	2.0	1.93	1.95	1.93
	3b	1.89	1.93	2.0	1.95	1.94	1.98	1.97	1.97
	3c	2.0	1.97	2.0	1.98	2.0	2.0	2.0	2.00
	3d	2.0	2.0	2.0	2.0	2.0	1.98	1.93	1.98
	3e	2.0	1.97	2.0	1.95	2.0	2.0	1.93	1.95
Demonstrates a positive and enthusiastic attitude	4a	2.0	1.93	1.93	1.95	2.0	1.93	1.91	1.88
	4b	2.0	1.93	1.93	1.95	1.94	1.98	1.93	1.91
	4c	2.0	1.97	2.0	1.96	2.0	1.98	1.95	1.97
Demonstrates preparedness in teaching and learning	5a	2.0	1.93	1.96	1.99	1.94	1.96	1.95	1.97
	5b	2.0	1.9	1.96	1.97	2.0	2.0	1.95	1.94
	5c	1.95	1.97	1.96	1.98	1.94	1.96	1.95	1.96

	5d	1.95	1.9	1.86	1.94	1.94	1.91	1.91	1.90
Exhibits an appreciation of and value for cultural and academic diversity	6a	2.0	2.0	1.89	1.93	1.94	1.96	1.95	1.93
	6b	2.0	2.0	2.0	1.96	1.94	1.98	1.91	1.96
Collaborates effectively with stakeholders	7a	2.0	1.97	2.0	1.97	1.94	2.0	1.97	1.98
	7b	2.0	2.0	1.96	1.98	1.94	2.0	1.97	1.99
	7c	2.0	1.9	1.96	1.96	1.94	2.0	1.97	1.93
Demonstrates self- regulated learner behaviors/ takes initiative	8a	2.0	1.93	1.86	1.95	1.94	1.91	1.90	1.85
	8b	1.95	1.77	1.86	1.88	1.94	1.87	1.86	1.86
Exhibits the social and emotional intelligence to promote personal and educational goals/stabilit	9a	2.0	1.97	2.0	1.98	1.94	1.98	1.95	1.97
	9b	2.0	1.93	1.96	1.91	1.94	1.91	1.95	1.93
	9c	2.0	2.0	2.0	2.0	2.0	2.0	1.98	1.98

Educator Disposition Assessment

Name: _____ Date: _____

Evaluator: _____

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

- 0-Needs Improvement: minimal evidence of understanding and commitment to the disposition*
- 1-Developing: some evidence of understanding and commitment to the disposition*
- 2-Meets Expectations: considerable evidence of understanding and commitment to the disposition*

Disposition	Associated Indicators		
1. Demonstrates Effective Oral Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
1a	<ul style="list-style-type: none"> <input type="checkbox"/> Does not consistently demonstrate professional oral communication skills as evidenced by making <i>major</i> errors in language, grammar, and word choice <input type="checkbox"/> Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors <input type="checkbox"/> Strives to vary oral communication as evidenced of some students demonstrating a lack of participation 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment <input type="checkbox"/> Varies oral communication as evidenced by encouraging participatory behaviors
1b	<ul style="list-style-type: none"> <input type="checkbox"/> Choice of vocabulary is either too difficult or too simplistic 		<ul style="list-style-type: none"> <input type="checkbox"/> Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

1c		<ul style="list-style-type: none"> □ Occasionally uses vocabulary that is either too difficult or too simplistic 	
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Disposition	Associated Indicators		
2. Demonstrates Effective Written Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
2a	<ul style="list-style-type: none"> □ Communicates in tones that are harsh or negative as evidenced by fostering negative responses □ Demonstrates <i>major</i> spelling and grammar errors or demonstrates frequent common mistakes 	<ul style="list-style-type: none"> □ Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses □ Demonstrates <i>common</i> errors in spelling and grammar 	<ul style="list-style-type: none"> □ Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses □ Demonstrates precise spelling and grammar
2b			

Disposition	Associated Indicators		
3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
3a	<ul style="list-style-type: none"> □ Does not respond to <i>communications</i> and does not submit all assignments □ Fails to exhibit punctuality and/or attendance □ Crosses <i>major</i> boundaries of ethical standards of practice 	<ul style="list-style-type: none"> □ Delayed response to <i>communications</i> and late submission of assignments □ Not consistently punctual and/or has absences 	<ul style="list-style-type: none"> □ Responds promptly to <i>communications</i> and submits all assignments □ Consistently exhibits punctuality and attendance
3b	<ul style="list-style-type: none"> □ Divulges inappropriate <i>personal</i> life issues at the classroom/workplace as evidenced by uncomfortable responses from others 	<ul style="list-style-type: none"> □ Crosses <i>minor</i> boundaries of ethical standards of practice 	<ul style="list-style-type: none"> □ Maintains professional boundaries of ethical standards of practice □ Keeps <i>inappropriate</i> personal life issues out of classroom/workplace
3c			

3d	<ul style="list-style-type: none"> ❑ Functions as a group member with no participation 	<ul style="list-style-type: none"> ❑ Occasionally divulges <i>inappropriate</i> personal life issues into the classroom/workplace, but this is kept to a minimum ❑ Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation 	<ul style="list-style-type: none"> ❑ Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes
3e			

Disposition	Associated Indicators		
4. Demonstrates a positive and enthusiastic attitude Marzano: 29	Needs Improvement 0	Developing 1	Meets Expectations 2
4a	<ul style="list-style-type: none"> ❑ Often complains when encountering problems and rarely offers solutions ❑ Resists change and appears offended when suggestions are made to try new ideas/activities 	<ul style="list-style-type: none"> ❑ Seeks solutions to problems with prompting ❑ May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed 	<ul style="list-style-type: none"> ❑ Actively seeks solutions to problems without prompting or complaining ❑ Tries new ideas/activities that are suggested
4b	<ul style="list-style-type: none"> ❑ Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions 	<ul style="list-style-type: none"> ❑ Overlooks opportunities to demonstrate positive affect 	<ul style="list-style-type: none"> ❑ Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues
4c			

Disposition	Associated Indicators		
5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	Needs Improvement 0	Developing 1	Meets Expectations 2
5a	<ul style="list-style-type: none"> <input type="checkbox"/> Rejects constructive feedback as evidenced by no implementation of feedback <input type="checkbox"/> Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve <input type="checkbox"/> Comes to class unplanned and without needed materials <input type="checkbox"/> Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed 	<ul style="list-style-type: none"> <input type="checkbox"/> Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions <input type="checkbox"/> Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement <input type="checkbox"/> Comes to class with some plans and most needed materials <input type="checkbox"/> Aware that lesson is not working but does not know how to alter plans to adjust 	<ul style="list-style-type: none"> <input type="checkbox"/> Accepts constructive feedback as evidenced by implementation of feedback as needed <input type="checkbox"/> Learns and adjusts from experience and reflection as evidenced by improvements in performance <input type="checkbox"/> Comes to class planned and with all needed materials <input type="checkbox"/> Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits
5b			
5c			
5d			

Disposition	Associated Indicators		
6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(a)	Needs Improvement 0	Developing 1	Meets Expectations 2

6a	<ul style="list-style-type: none"> □ Demonstrates inequitable embracement of all <i>diversities</i> □ Is challenged to create a <i>safe classroom</i> as evidenced by ignoring <i>negative</i> behaviors by students 	<ul style="list-style-type: none"> □ Goes through the <i>expected and superficial motions</i> to embrace all <i>diversities</i> □ Strives to build a <i>safe classroom</i> with zero tolerance of <i>negative</i> behaviors towards others but needs further development in accomplishing this task 	<ul style="list-style-type: none"> □ Embraces all <i>diversities</i> as evidenced by implementing <i>inclusive activities and behaviors</i> with goals of <i>transcendence</i> □ Creates a <i>safe classroom</i> with zero tolerance of negativity to others as evidenced by correcting <i>negative</i> student behaviors
6b			

Disposition	Associated Indicators		
7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
7a	<ul style="list-style-type: none"> □ Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus □ Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others 	<ul style="list-style-type: none"> □ Demonstrates some flexibility □ Maintains a respectful tone in most circumstances but is not consistent 	<ul style="list-style-type: none"> □ Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus □ Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others □ Proactively shares teaching strategies as evidenced by productive collaboration
7b	<ul style="list-style-type: none"> □ Rarely collaborates or shares strategies and ideas even when prompted 	<ul style="list-style-type: none"> □ Shares teaching strategies as evidenced by some effort towards collaboration 	
7c			

Disposition

Associated Indicators

8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10@, 10(t)	Needs Improvement 0	Developing 1	Meets Expectations 2
8a 8b	<ul style="list-style-type: none"> <input type="checkbox"/> Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support <input type="checkbox"/> Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work 	<ul style="list-style-type: none"> <input type="checkbox"/> Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth <input type="checkbox"/> Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes own weaknesses as evidenced by seeking solutions before asking for support <input type="checkbox"/> Researches and implements most effective teaching styles as evidenced by citing works submitted

Disposition 9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	Associated Indicators		
	Needs Improvement 0	Developing 1	Meets Expectations 2
9a	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues <input type="checkbox"/> Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues <input type="checkbox"/> Demonstrates perseverance and resilience (grit) most of the time 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues <input type="checkbox"/> Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations

<p>9b</p>	<p><input type="checkbox"/> Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness</p>	<p><input type="checkbox"/> Demonstrates sensitivity to feelings of others most of the time</p>	<p><input type="checkbox"/> Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness</p>
<p>9c</p>			

AVERAGE COMPOSITE SCORE ACROSS NINE DISPOSITIONS:

COMMENTS:

Dispositions Assessment Implementation

	EARLY PROGRAM FLDX 2150 Process used across all certification areas except Library Science.	MID PROGRAM	SENIOR YEAR - PRIOR TO STUDENT TEACHING	STUDENT TEACHING Process used across all certification areas.
Early Childhood and Elementary	<p>Completed by program faculty using feedback from cooperating teachers and liaisons.</p> <p>Results are shared with students via email.</p> <p>Any score of 0 targets a referral to the program coordinator and a “U” grade until a conference with the coordinator is completed. Conference is documented.</p>	<p>Course(s): ECEL 3152 Intermediate Learner Practicum ECEL 3151 Young Learner Practicum ECEL 3150 Early Learner Practicum</p> <p>Who Completes: Elementary and Early Childhood Education: Program Faculty</p> <p>How are results shared with students? Results are shared through a one-on-one conference</p> <p>Actions taken? The ECEL faculty hold meetings each semester to have discussion centered around students with dispositional concerns. If a student has dispositional concerns, the program faculty create a professional development plan (PDP). The PDP has goals and action steps to help the student as well as a way to document how the program is supporting the student. The PDP follows the student into the next semester.</p>	<p>Course(s): ECEL: 4120, 4140 4400, 4800 (These are a block of courses which have practicum embedded components)</p> <p>Who Completes: Senior Block Program Faculty</p> <p>How are results shared with students? Results are share through a one-on-one conference and/or sent via email</p> <p>Actions taken? Students who score a 0 on any of the indicators are not eligible to student teach the following semester. A student will need to retake their practicum component and/or retake courses. A professional development plan (PDP) is created when concerns are observed at the beginning or rmid of the semester to create goals and action steps as a way to support the student.</p>	<p>Completed by university supervisor.</p> <p>Teacher candidates who earn a 0 (zero) on any disposition indicator during the student teaching semester may not earn a grade higher than a C in student teaching and could be subject to suspension/removal.</p>

<p>Middle School-Junior High</p>	<p>Completed by program faculty using feedback from cooperating teachers and liaisons.</p> <p>Any score of 0 targets a referral to the program coordinator and a “U” grade until a conference with the coordinator is completed. Conference is documented.</p>	<p>Course(s): MLED4130 Fundamentals of Middle Level Education MLED4135 Middle Level Curriculum & Instruction</p> <p>Who Completes: Middle School Education Program Faculty and cooperating teachers of field experience</p> <p>How are results shared with students? Feedback for all candidates is shared anonymously with the whole class as a reflection activity and then individual feedback is sent to each student via email. Students create personal goals for the following field experience and share with MS faculty.</p> <p>Actions taken? If feedback from a cooperating teacher indicates areas of concern, program faculty contacts the cooperating teacher for extended clarification and then communicates with the student in a scheduled personal conference to discuss plans for improvement.</p>	<p>Course(s): MLED4340 The Engaging Middle Level Classroom</p> <p>Who Completes: Middle School Education Program Faculty and cooperating teachers of field experience</p> <p>How are results shared with students? Feedback for all candidates is shared anonymously with the whole class as a reflection activity and then individual feedback is sent to each student via email. Students create personal goals for student teaching and share with MS faculty.</p> <p>Actions taken? If feedback from a cooperating teacher indicates areas of concern, program faculty contacts the cooperating teacher for extended clarification and then communicates with the student in a scheduled personal conference to discuss plans for improvement.</p>	<p>Completed by university supervisor.</p> <p>Teacher candidates who earn a 0 (zero) on any disposition indicator during the student teaching semester may not earn a grade higher than a C in student teaching and could be subject to suspension/removal.</p>
<p>Special Education</p>	<p>Completed by program faculty using feedback from cooperating teachers and liaisons.</p> <p>Any score of 0 targets a referral to the program coordinator and a “U” grade until a conference with the coordinator is completed.</p>	<p>Course(s):</p> <p>Who Completes:</p> <p>How are results shared with students?</p>	<p>Course(s):Methods courses</p> <p>Who Completes: University Supervisors</p> <p>How are results shared with</p>	<p>Completed by university supervisor.</p> <p>Teacher candidates who earn a 0 (zero) on any disposition indicator during the student teaching semester may not earn a grade higher than a C in student</p>

	Conference is documented.	Actions taken?	students? If feedback from a cooperating teacher indicates areas of concern, program faculty contacts the cooperating teacher for extended clarification and then communicates with the student in a scheduled personal conference to discuss plans for improvement	teaching and could be subject to suspension/removal.
Secondary and K-12 Programs	<p>Completed by program faculty using feedback from cooperating teachers and liaisons.</p> <p>Any score of 0 targets a referral to the program coordinator and a “U” grade until a conference with the coordinator is completed. Conference is documented.</p>	<p>Course(s): FLDX 3000 and connected courses in content areas</p> <p>Who Completes: Supervisors of FLDX 3000 field experience</p> <p>How are results shared with students? A copy of their disposition is shared with the student. If there are concerns then students are asked to meet with program faculty to review and determine an action plan.</p> <p>Actions taken? If there are concerns then students are asked to meet with program faculty to review and determine an action plan.</p>	<p>Course(s): FLDX 4970, PE 4460, and other connected courses in content areas</p> <p>Who Completes: CTE faculty who teach CTE 4160 and supervise students in FLDX 4970 (this is typically the same person)</p> <p>How are results shared with students? A copy is shared with the students and reviewed during the student teaching review process.</p> <p>Actions taken? If there are concerns then students are asked to meet with program faculty to review and determine an action plan.</p>	<p>Completed by university supervisor.</p> <p>Teacher candidates who earn a 0 (zero) on any disposition indicator during the student teaching semester may not earn a grade higher than a C in student teaching and could be subject to suspension/removal.</p>
Library Science	<p>Courses: Dispositions are collected in LIS 5150 (Practicum 1) by supervising librarians.</p> <p>How are results shared with students?</p> <p>If there is a zero we have a Zoom with the student.</p>	<p>Course; Self-disposition in LIS 5100, Foundations of Library Science.</p> <p>How are results shared with students? If there is a zero we have a Zoom with the student.</p>	<p>Course: LIS 5820 (Practicum 2) completed by university supervisor and supervising librarian. Supervising librarian also completes a qualitative feedback form.</p> <p>How are results shared with</p>	<p>Courses: LIS 6830, Completed by university supervisor and supervising librarian.</p> <p>How are results shared with students? The university supervisor will discuss any concerns with the</p>

	<p>Actions taken? Conference is documented.</p>	<p>Actions taken? Conference is documented.</p>	<p>students? The university supervisor will discuss any concerns with the student.</p> <p>Actions taken? If concerns are consistent from previous dispositions we have counseled students out and not allowed them to student teach.</p>	<p>student.</p> <p>Actions taken? Candidates who have dispositional issues during student teaching will not be recommended for certification.</p>
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