

## **Pre-service teacher dispositions at work**

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### **Abstract**

The author investigates procedures for implementing a systematic process to assess the dispositions of pre-service teacher candidates. Current disposition assessment literature and models of teacher candidate dispositions assessment found in institutes of higher learning are reviewed and discussed. A formal procedure for assessing pre-service teacher dispositions is developed and suggested for use in the teacher education department at the author's university.

pre-service teacher, dispositions, assessment, values assessment, program review

## WHY ASSESS DISPOSITIONS?

Teacher preparation programs across our nation are required to document candidate acquisition of certain competencies, skills and dispositions related to effective teaching in order to acquire and maintain program approval through both their state accrediting agencies and national accrediting bodies. The National Council for Accreditation of Teacher Education (NCATE), the premiere professional accrediting agency which seeks to upgrade colleges and departments of education, has established performance-based standards which hold teacher preparation programs accountable for preparing teachers who possess the competence necessary to educate the nation's schoolchildren. The standards require that teacher candidates demonstrate the knowledge, skills, and professional dispositions necessary to help all children learn. According to Schulte, Edick, Edwards, and Mackiel (2004), one of the most difficult situations faced by teacher educators is working with teacher candidates who meet the requirements of content knowledge and pedagogical skills, yet lack the dispositions essential to teach effectively. A teacher who demonstrates the knowledge and skills to teach a particular content in particular ways is necessary but the possession of these knowledge and skills does not guarantee successful instructional implementation in the classroom. The manner in which the teachers' knowledge is shared with students, the way in which student learning is facilitated in an educational setting speaks to the importance of dispositions assessment. To gain the whole picture of a candidate's teaching effectiveness, one must consider all aspects of the teaching act (Almerico, Johnston, Henroitt, and Shapiro, 2010).

## ROLE OF DISPOSITIONS ASSESSMENT

Teacher educators have typically assessed candidate acquisition of standards-based teaching competencies and skills as they progress through teacher education programs, tracking and monitoring at the individual and aggregate levels. Typically, prospective teachers must meet admission requirements to be accepted into the program. Once accepted, they must provide evidence through product and performance assessments that they have acquired the given competencies and skills of effective teaching at an acceptable level or better. However, teaching, being a multifaceted endeavor, involves more than effective planning, instructional knowledge, and the teaching of concepts and skills. Teaching extends to professional dispositions. Throughout the various phases of a given teacher preparation program teacher educators must also consider effective means of assessing dispositions. Through a review of the research related to dispositions assessments of pre-service teachers, it was found there is little consensus about a definition of teacher dispositions. Katz (1993) defined dispositions as patterns of behaviors that are exhibited frequently and intentionally in the absence of coercion, representing a habit of mind, or tendencies to respond to situations in certain ways. Dispositions are similar to professional beliefs or values systems, but they are more than that. Dispositions extend to professional modes of conduct and the ways in which beliefs and attitudes are displayed by teachers' actions in and out of the classroom. Teachers with positive professional dispositions tend to act in ways that elevate the profession of teaching in the eyes of others (Ros-Voseles & Moss, 2007).

The National Council for Accreditation of Teacher Education (NCATE) (2001) provided the following explanation of dispositions: dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and

communities that affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions, according to the NCATE, are steered by attitudes and beliefs related to values like caring, honesty, fairness, empathy respectfulness, responsibility, and thoughtfulness. NCATE, however, does not specifically define what elements compose target dispositions.

### **PROCEDURES FOR ASSESSING CANDIDATE DISPOSITIONS**

Teacher preparation programs should maintain screening and assessment procedures to assure that teacher candidates with negative dispositions at odds with professional standards are not permitted to persist in teacher education programs. To address this need, Almerico, Johnston, Henriott, and Shapiro (2010) developed two research-based instruments to assess the dispositions of pre-service teachers at their university, "Dispositions Assessment: University Classroom Setting" and "Dispositions Assessment: In Field Setting." These disposition assessment tools are to be used to track and monitor the students' dispositions as they move through their designated education programs. The first instrument targets candidate dispositions in the university classroom setting and the second, in the field; each relays to education majors expectations for their dispositions in each situation. Documented evidence of problematic dispositions of pre-service teachers can provide the strategic advantage of an early warning system and may expedite the course of change needed to address problems associated with inappropriate attitudes and actions (Dee & Henkin 2002).

The feat faced by teacher educators in assessing pre-service teacher dispositions is that of developing an operational definition which provides a precise description of what is meant by each dispositional descriptive verb (Almerico, Johnston, Henriott, and Shapiro, 2010). This task however, was accomplished and resulted in assessment tools that included 11 dispositions to be evaluated in the university classroom and 12 dispositions to be assessed in the field. The common dispositions to both instruments include the following:

1. Demonstrates professionalism
2. Demonstrates a positive and enthusiastic attitude
3. Demonstrates effective oral communication skills
4. Demonstrates effective written communication skills
5. Exhibits an appreciation and value for diversity
6. Is prepared to learn (in the university setting tool)/ Is prepared to teach and learn (in the field instrument only)
7. Collaborates effectively with peers and professors (in the university setting tool)/ Collaborates effectively with peers, supervisors, parents, and students (in the field instrument only)
8. Is a self regulated learner (in the university setting tool)/ Is a self regulated learner/takes initiative (in the field instrument only)
9. Exhibits emotional intelligence to promote goals (in the university setting tool)/Exhibits the emotional intelligence to promote personal and educational goals/stability (in the field instrument only)
10. Reflects one's own learning (in the university setting tool)/Reflects on one's own teaching and learning (in the field instrument only)
11. Exhibits respect for peers and professors (in the university setting tool)/Exhibits respect for peers, supervisors, parents, and students (in the field instrument only)

## 12. Demonstrates professional appearance (in the field instrument only)

Each dispositional description contains a set of indicators or descriptors which serve to provide an operational definition of the stated disposition thus clarifying the intended meaning. See the assessment instruments in Appendix A.

Candidate dispositions are rated on a Likert Scale ranging from 1 to 4. The ratings are as follows:

- 1 – Unacceptable/Refer to ARD
- 2 – Needs remediation conference with professor
- 3 – Acceptable
- 4 – Exemplary

Once rated, students who perform at the acceptable (3) or exemplary (4) level continue in the program. Students who earn a rating of one (1) or two (2) are referred for further action with the institution's Admission, Retention, and Dismissal Subcommittee (ARD).

The author's university is now further exploring how to best employ the use of the disposition instruments in its programs. Models for use are being reviewed and considered to ascertain which best fits with program philosophy and goals.

### **MODELS OF DISPOSITIONS ASSESSMENT TO CONSIDER**

Moving from the development to the use of disposition assessment instruments required further exploration of successful models of implementation. Various models of disposition assessment in teacher education are described below.

Washington State University described a dispositions assessment process where students are being assessed regularly to determine their progress in demonstrating academic performance, field experiences, and professionalism. Faculty there developed the Professional Disposition Assessment (PDA) instrument to assess dispositions. The PDA tool is introduced at the beginning of the student's program in a selected course. In that class, students conduct a self rating of their current professional disposition development. The professor also completes the assessment on each student providing feedback on perceived strengths and areas that can be improved upon throughout the program. The first disposition assessment is considered to be a trial form which will be kept in the candidate's file. This first use of the form is informational; it is not intended to be used by program personnel for any purpose other than informing the candidate of the form's existence and its use. Additionally, program applicants are given a copy of the form and are asked to sign a copy recognizing its existence and use when they apply for entry into Washington State University's teacher preparation programs.

After the initial trial use, the dispositions assessment tool may be used by any professor who feels that a candidate is not demonstrating acceptable performance of a particular professional dispositional standard. The completed form must be accompanied by a description of the behavior and available documentation that indicates the candidate's failure to meet the standard. Typically, the form is to be completed at the end of a given semester after the professor has worked unsuccessfully with the candidate to help him/her meet the standard. The assessment can, however, be completed at any time. The professor who completed the evaluation will notify the candidate that a PDA form has been filed. Completed PDA forms will be stored in the

student's departmental files. In accordance with FERPA Student Rights, the teacher candidates are provided with the opportunity to view their completed forms via request to the university's Student Services Office, and may provide a written response to a PDA form for their file, also via the Student Services Office.

Teacher candidates at Washington State University who were targeted for a dispositions assessment meet with the program's Teacher Education Student Affairs Committee. This committee is required to meet with the teacher candidate to discuss remediation strategies if (1) an instructor requests a meeting, or (2) a teacher candidate receives two negative ratings for any single professional disposition. If a teacher candidate receives four or more negative ratings in any combination of categories on the assessment form, the committee shall review documentation and (1) permit the teacher candidate to proceed in the program with appropriate remediation, or (2) remove the teacher candidate from the program. Teacher candidates who wish to appeal the Teacher Education Student Affairs Committee's decision must prepare a written appeal and present it to the Chair of the Department of Teaching and Learning. The Chair may make the final decision or refer the appeal to the faculty.

Mansfield University's Teacher Preparation Program developed a dispositions assessment instrument aligned to the domains and components of the Danielson Framework for Teaching (2007). The university developed a set of procedures to promote and assess teacher education candidate dispositions and to respond to candidates displaying negative dispositions and unprofessional conduct. At this institution, authority for enforcing the dispositions procedures resides in the Office of the Associate Provost as the unit head for teacher education. The Teacher Preparation Program at Mansfield University assesses dispositions of teacher candidates using essays and observational instruments at four key points throughout the program. Dispositions procedures also include provisions for letters of concern that may be written by teacher education faculty members at any point in the teacher education program when there are concerns about a student's professional dispositions or conduct. Poor grades in required teacher education coursework or removal from a teacher education field experience also provide cause for concern. When concerns are raised by a faculty member, the student is notified and given an opportunity to discuss the concern. When indicated, a plan of action with opportunity to address the area(s) of concern will be developed. If after a plan of action is attempted, and the area(s) of concern continue, further actions, including dismissal, will be considered.

Mullen (2003) described the process of teacher candidate disposition assessment at the joint Education Department of the College of Saint Benedict and Saint John's University. Faculty developed an instrument (based in the Interstate New Teacher Assessment and Support Consortium [INTASC] Principles) to be used in a behavioral assessment of applicants to the teacher education program. The assessment consists of a forty minute interview with either the appropriate director of student learning (elementary, secondary, or K-12) or the department chair. A series of questions are asked of the applicant and responses are rated. The point of the assessment is to provide supportive evidence that the applicant possesses suitable dispositions for teaching.

Purdue North Central developed a disposition assessment system aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. The teacher education faculty in consultation with the institution's Education Advisory Board established a list of professional behaviors and dispositions for teaching. The list was used to develop a Professional Behavior Contract which is signed by applicants seeking admission into the teacher education program. Once admitted, candidates conduct a self-assessment each term of dispositions directly related to the INTASC principles using the

form, Dispositions for Teaching Rubric. The institution developed the Professional Progress Report checklist to be used by faculty, university supervisors, or cooperating teachers to recognize exemplary achievement or to report a concern for any of the identified dispositions. The Conference Report Form was developed to be used in instances when a conference is held with any faculty member regarding a candidate's disposition performance.

Emporia State University established a set of procedures for disposition assessment of teacher candidates. Students are informed of the dispositions that will be assessed and the procedures for assessment in an introductory education course and during the first meeting with their education advisor. At this time, students receive the documents, "Initial Candidate Disposition Assessment Timeline" and "Initial Candidate Assessment of Dispositions." Dispositions are assessed three times as students move through the teacher education program at Emporia State University: at admission to the teacher education program, at the time of admission to student teaching, and during student teaching. Completed forms are housed in the candidate's permanent and departmental files. Any time concerns or exemplary actions regarding dispositions occur, they are documented. If satisfactory progress toward meeting the disposition outcomes is not demonstrated, the candidate is not allowed to progress in the program. A final assessment is conducted at program completion and recommendation for licensure.

The disposition assessment instruments developed by Almerico et al (2010), like those in use at Washington State University, Mansfield University, the joint Education Department of the College of Saint Benedict and Saint John's University, Purdue North Central, and Emporia State University consider candidate dispositions from a behavioral perspective. This approach has as its foundation the belief that past and present behaviors have a predictive value for future behaviors. From this viewpoint, it can be assumed that candidates who show patterns of behavior exhibiting certain values or traits (e.g., those who show patterns for enthusiasm for learning, respect for others, care, empathy, etc.), are more likely to be disposed to those behaviors characterized by those values in teaching than those candidates who have less disposition toward them (Mullen, 2003).

## **USING DISPOSITIONS ASSESSMENT INSTRUMENTS IN THE TEACHER PREPARATION PROGRAM**

Borrowing ideas employed by other universities and reviewing related research in disposition assessment lead the author of this paper to make recommendations regarding the evaluation of student dispositions at her institution.

The first recommendation is modeled after teacher preparation programs at Washington State University and Emporia State University. The two disposition assessment tools, "Dispositions Assessment: University Classroom Setting" and "Dispositions Assessment: In Field Setting," should be introduced at the beginning of the student's program in the course, EDU 200, Foundations of American Education, the institution's introduction to education course. In that class, education majors conduct a self rating of their alleged professional disposition development using the instrument appropriate to the classroom setting. Using the same instrument, the professor will evaluate each education major to provide feedback on perceived strengths and areas that can be improved upon throughout the program. As with the assessment conducted at Washington State University, this first disposition assessment is to be considered a trial form which will be kept in the student's departmental file. The purpose of conducting this assessment is to inform education major's of its existence and use in the program.

The second suggestion involves the development and implementation of the Professional Disposition Agreement (Appendix B) to inform all perspective teacher candidates of the dispositions they are expected to demonstrate as they progress through the teacher preparation

program. This contract provides a description of the dispositions which are assessed in the program. Students are required to read and sign the contract as part of their admission paperwork into the teacher education program. Signed forms are housed in the student's departmental files.

The third recommendation is that teacher candidate dispositions be assessed a minimum of three times as they progress through the teacher education program. The first formal assessment occurs at the point of admission to the teacher education program. The student will ask two education faculty members to complete the "Dispositions Assessment: University Classroom Setting" form which will be part of the application packet. The second assessment of dispositions will take place at the time of admission to student teaching, where the candidate will ask two education faculty (submitting faculty must be different from those who completed the assessment for admission into the program) to complete the "Dispositions Assessment: University Classroom Setting" form which will be part of the intern application packet. The final assessment of dispositions occurs during student teaching. The university supervisor will complete the "Dispositions Assessment: In Field Setting" form at this juncture in the candidates progression through the program. Student performance on the dispositions instruments will be posted to Live Text by the staff assistant in the education department. Completed hard copy forms are housed in the candidate's departmental file.

The fourth recommendation is that the disposition assessment be dynamic in nature. After candidates are accepted into the Teacher Preparation Program at the author's institution, the dispositions assessment tool may be used by education professors at any time throughout the program to evaluate candidates who fail to demonstrate acceptable performance of a particular professional dispositional standard. The completed form must be accompanied by a description of the behavior and available documentation that indicates the candidate's failure to meet the standard. The professor who completed the evaluation will notify the candidate that a disposition assessment form has been filed with the institution's Education Department Chair and the Admission, Retention, and Dismissal Subcommittee (ARD) for review.

Recommendation five involves the use of Live Text to record and monitor student dispositions as they move through the program. The teacher preparation program has employed the Live Text electronic data-base management system to establish a formal systematic means/process for data collection, review, analysis, and reporting to inform program improvement efforts. Student ratings from the dispositions assessment instruments are entered into the Live Text electronic data base system at each assessment point by the department's staff assistant so that results may be aggregated by program and disaggregated by individual candidate for candidate performance review.

Candidates who have not met acceptable levels of performance on the disposition assessment tools are referred to the Chair and then the Admission, Retention, and Dismissal (ARD) Subcommittee for remediation. It is recommended that members of Admission, Retention, and Dismissal Subcommittee (ARD) (which include the Department Chair, the institution's Director of Program Review, and three full time education faculty members) call referred students before the subcommittee and hold a conference to help craft a written plan with student input for improvement and behavior modification. Referred students are then placed in the course EDU 380/680 (undergraduate and graduate levels), Professional Development Clinical, a remedial course taken on an individual basis where the student works with an education faculty member to address the cited area of weakness. In addition, the professor who taught the class/supervised the fieldwork/raised a concern about the candidate's demonstration of acceptable dispositions collaborates with the remediation professor to offer suggestions for the

remediation of the documented weakness. Remediation is documented via the Candidate Remediation/Wavier Plan (Appendix C).

At the end of the semester in which the student was referred based on an unsatisfactory performance of dispositions, he/she will be rated again by the faculty member who submitted the assessment and the faculty member teaching EDU 380/680. If the student does not change behavior, he/she comes again before the ARD Subcommittee and is counseled to consider withdrawing from the program. If, after the above steps have been followed and no apparent remediation or modification of behavior has occurred, the student is dismissed from the program.

The Disposition Assessment forms will be included in the Department of Education Candidate Handbook: Undergraduate Program and posted to the department's website for student access. Students learn the results of the assessment will be discussed among education faculty in the department's Admission, Retention, and Dismissal Subcommittee (ARD) setting. They also learn that candidates who fail to receive satisfactory rating from their professors will face further actions.

## FINAL THOUGHTS

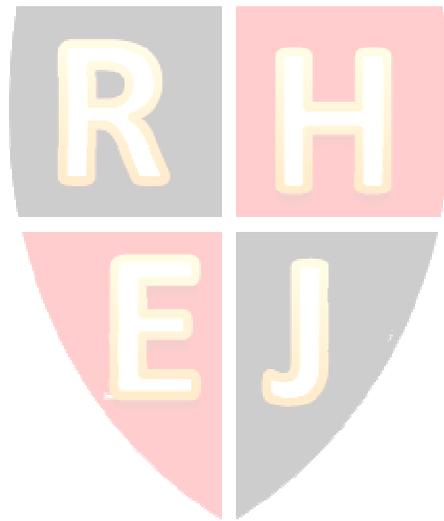
In order to provide the highest quality teacher force possible, teacher educators have the responsibility of evaluating pre-service teacher effectiveness along a variety of dimensions. Teacher training programs need to develop and use a variety of appropriate instruments and methods to assess the effectiveness of prospective teachers, to make certain they have the knowledge, skills and dispositions necessary to serve in classrooms of the 21st century. The instruments shared herein and the procedures outlined for tracking and monitoring the assessment of dispositions serves to provide a piece of the total assessment puzzle in teacher education. The next step for the author's institution is the implementation of the disposition instruments as described. The effectiveness of the proposed model will be evaluated and refined as needed.

## REFERENCES

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Appendix A



The University of Tampa  
College of Social Sciences, Mathematics and Education

Department of Education

Dispositions Assessment: University Classroom Setting

Candidate: \_\_\_\_\_ Major: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_

Directions: Throughout the educational experience at the University of Tampa, the teacher candidate should demonstrate growth. Please rate the candidate on each aspect of disposition based on the following scale by circling the appropriate number in the cell:

- 1 Unacceptable/Refer to Admission, Retention, Dismissal Subcommittee (ARD)
- 2 Needs remediation conference with professor
- 3 Acceptable
- 4 Exemplary

Please check any indicators listed under each aspect of disposition that need to be addressed if ratings are at the 1 or 2 level. The listed indicators provide reviewers with an operational definition of each disposition component.

Dispositions and Associated Indicators	Unacceptable 1	Needs Remediation 2	Acceptable 3	Exemplary 4
<b>1. Demonstrates Professionalism</b>	1	2	3	4
<input type="checkbox"/> Answers questions when asked <input type="checkbox"/> Exhibits regular attendance <input type="checkbox"/> Dresses professionally for presentations <input type="checkbox"/> Prepares for change <input type="checkbox"/> Listens quietly while others are speaking <input type="checkbox"/> Welcomes new ideas <input type="checkbox"/> Portrays university positively to others <input type="checkbox"/> Prompt in turning in work	Comments regarding strengths/areas for growth:			
<b>2. Demonstrates a positive and enthusiastic attitude</b>	1	2	3	4

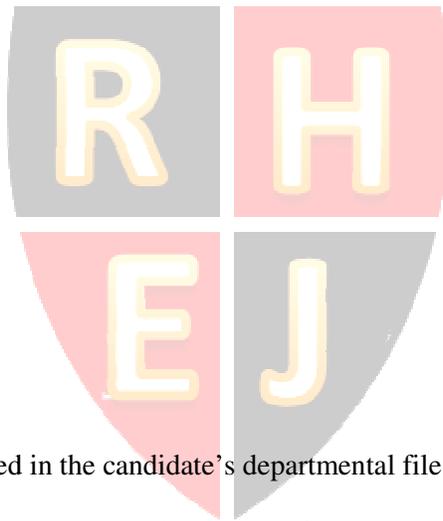
<input type="checkbox"/> Embraces hard work <input type="checkbox"/> Does not have a flattened/bored affect <input type="checkbox"/> Gets things done in spite of hardships <input type="checkbox"/> Initiates interaction when needed <input type="checkbox"/> Is intrinsically motivated to succeed <input type="checkbox"/> Does not whine or excessively complain <input type="checkbox"/> Takes pride in his/her work <input type="checkbox"/> Shows interest in class discussions/issues	Comments regarding strengths/areas for growth:			
<b>3. Demonstrates effective oral communication skills</b>	1	2	3	4
<input type="checkbox"/> Attempts to speak well in front of class <input type="checkbox"/> Uses Standard English <input type="checkbox"/> Has good use of tone and pitch <input type="checkbox"/> Presents effectively <input type="checkbox"/> Justifies ideas with research/experience <input type="checkbox"/> Shows leadership in group work <input type="checkbox"/> Refrains from profanity <input type="checkbox"/> Uses a broad vocabulary <input type="checkbox"/> Uses receptive communication/is interactive <input type="checkbox"/> Can co-switch to academic register	Comments regarding strengths/areas for growth:			
<b>4. Demonstrates effective written communication skills</b>	1	2	3	4
<input type="checkbox"/> Creates and defends arguments with reason <input type="checkbox"/> Shares a perspective persuasively <input type="checkbox"/> Formats papers in correct APA style <input type="checkbox"/> Uses correct spelling <input type="checkbox"/> Uses Standard English and grammar <input type="checkbox"/> Begins emails with greeting <input type="checkbox"/> Employs both formal and informal writing styles <input type="checkbox"/> Adheres to assignment guidelines	Comments regarding strengths/areas for growth:			
<b>5. Exhibits an appreciation and value for diversity</b>	1	2	3	4

<input type="checkbox"/> Approaches diversity with a positive attitude <input type="checkbox"/> Embraces all differences <input type="checkbox"/> Does not use racial stereotypes <input type="checkbox"/> Does not engage in tokenism <input type="checkbox"/> Interacts in a friendly manner with the majority of peers in the classroom <input type="checkbox"/> Seeks to grow through knowledge <input type="checkbox"/> Remains open to differing persons and opinions <input type="checkbox"/> Does not demean others	Comments regarding strengths/areas for growth:			
<b>6. Is prepared to learn</b>	1	2	3	4
<input type="checkbox"/> Participates actively <input type="checkbox"/> Asks and answers questions during class that demonstrate authentic interest <input type="checkbox"/> Engages in group discussions <input type="checkbox"/> Listens well <input type="checkbox"/> Arrives to class coherent and focused <input type="checkbox"/> Comes to class with needed materials <input type="checkbox"/> Welcomes new subjects <input type="checkbox"/> Demonstrates readiness and maturity in learning exchange <input type="checkbox"/> Works independently as required	Comments regarding strengths/areas for growth:			
<b>7. Collaborates effectively with peers and professors</b>	1	2	3	4
<input type="checkbox"/> Negotiates respectfully <input type="checkbox"/> Accepts and acts on constructive criticism <input type="checkbox"/> Engages in friendly dialogue <input type="checkbox"/> Demonstrates a positive reaction to group work <input type="checkbox"/> Understand hierarchy between faculty and students	Comments regarding strengths/areas for growth:			
<b>8. Is a self regulated learner</b>	1	2	3	4
<input type="checkbox"/> Takes initiative to find solutions and solve problems <input type="checkbox"/> Improvises when needed	Comments regarding strengths/areas for growth:			

<ul style="list-style-type: none"> <li><input type="checkbox"/> Asks questions proactively</li> <li><input type="checkbox"/> Does not blame the professor for poor work</li> <li><input type="checkbox"/> Helps facilitate less motivated or struggling group members</li> <li><input type="checkbox"/> Goes above and beyond minimum requirements</li> <li><input type="checkbox"/> Appears to be intrinsically motivated</li> <li><input type="checkbox"/> Works and handles responsibilities independently</li> <li><input type="checkbox"/> Wants to take the time to understand concepts</li> </ul>				
<p><b>9. Exhibits the emotional intelligence to promote goals</b></p>	1	2	3	4
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates appropriate self regulation when discussing sensitive issues</li> <li><input type="checkbox"/> Does not bring personal problems to class</li> <li><input type="checkbox"/> Does not overreact to criticism</li> <li><input type="checkbox"/> Sensitive to the feelings of others</li> <li><input type="checkbox"/> Manages high-demand tasks well</li> <li><input type="checkbox"/> Manages multiple tasks well</li> <li><input type="checkbox"/> Does not always appear too busy or stressed</li> </ul>	Comments regarding strengths/areas for growth:			
<p><b>10. Reflects on one's own learning</b></p>	1	2	3	4
<ul style="list-style-type: none"> <li><input type="checkbox"/> Tries to improve</li> <li><input type="checkbox"/> Identifies areas for growth</li> <li><input type="checkbox"/> Solicits feedback</li> <li><input type="checkbox"/> Uses grades to try to improve skills</li> </ul>	Comments regarding strengths/areas for growth:			
<p><b>11. Exhibits respect for peers and professors</b></p>	1	2	3	4
<ul style="list-style-type: none"> <li><input type="checkbox"/> Refrains from derogatory verbiage</li> <li><input type="checkbox"/> Uses diplomacy</li> <li><input type="checkbox"/> Criticizes professors or peers constructively</li> <li><input type="checkbox"/> Addresses people appropriately</li> <li><input type="checkbox"/> Discusses disagreements with professor outside of the classroom</li> <li><input type="checkbox"/> Keeps appointments</li> </ul>	Comments regarding strengths/areas for growth:			

<input type="checkbox"/> Does not use electronic devices of any type in/during class <input type="checkbox"/> Attempts to know names of peers and professors <input type="checkbox"/> Respectfully disagrees by defending perspective with logic and calm	
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Please add any additional comments relevant to the student dispositional assessment. Thank you.



This completed form is to be placed in the candidate's departmental file.



The University of Tampa  
College of Social Sciences, Mathematics and Education  
Department of Education

Dispositions Assessment: In Field Setting

Candidate: \_\_\_\_\_ Major: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_

Directions: Throughout the educational experience at the University of Tampa, the teacher candidate should demonstrate growth. Please rate the candidate on each aspect of disposition based on the following scale by circling the appropriate number in the cell:

- 1 Unacceptable/Refer to Admission, Retention, Dismissal Subcommittee (ARD)
- 2 Needs remediation conference with professor
- 3 Acceptable
- 4 Exemplary

Please check any indicators listed under each aspect of disposition that need to be addressed if ratings are at the 1 or 2 level. The listed indicators provide reviewers with an operational definition of each disposition component.

Dispositions and Associated Indicators	Unacceptable 1	Needs Remediation 2	Acceptable 3	Exemplary 4
1. Demonstrates Professionalism	1	2	3	4
<input type="checkbox"/> Responds to supervisor/cooperating teacher emails promptly <input type="checkbox"/> Exhibits regular punctuality and attendance including open houses and faculty meetings <input type="checkbox"/> Maintains professional boundaries with students <input type="checkbox"/> Keeps personal life at home <input type="checkbox"/> Is seen as a team player <input type="checkbox"/> Adapts to the SES contextual factors of the school <input type="checkbox"/> Prompt in turning in work <input type="checkbox"/> Careful about conversations outside of the classroom	Comments regarding strengths/areas for growth:			
2. Demonstrates a positive and enthusiastic attitude	1	2	3	4
<input type="checkbox"/> Goes above and beyond requirements <input type="checkbox"/> Does not have a flattened/bored affect with students <input type="checkbox"/> Seeks solutions to problems instead of complaining <input type="checkbox"/> Encourages students <input type="checkbox"/> Has high expectations for all students	Comments regarding strengths/areas for growth:			

<input type="checkbox"/> Models desired behaviors <input type="checkbox"/> Willing to try new things that are suggested <input type="checkbox"/> Openly and actively engaged with students <input type="checkbox"/> Shows up smiling and happy to be at school				
<b>3. Demonstrates effective oral communication skills</b>	1	2	3	4
<input type="checkbox"/> Can use language confidently to express themselves <input type="checkbox"/> Models Standard English <input type="checkbox"/> Varies their oral communication to excite students <input type="checkbox"/> Projects voice in a clear and effective tone and does not mumble <input type="checkbox"/> Says appropriate things in the classroom <input type="checkbox"/> Communicates at an appropriate student level <input type="checkbox"/> Facilitates communication among all students <input type="checkbox"/> Speaks well spontaneously	Comments regarding strengths/areas for growth:			
<b>4. Demonstrates effective written communication skills</b>	1	2	3	4
<input type="checkbox"/> Communicates with parents and cooperating teachers respectfully <input type="checkbox"/> Demonstrates good writing strategies to include spelling and grammar <input type="checkbox"/> Positively focuses all written communications <input type="checkbox"/> Proofreads all written communications <input type="checkbox"/> Demonstrates sensitivity to student needs when writing on the board <input type="checkbox"/> Employs both formal and informal writing styles	Comments regarding strengths/areas for growth:			
<b>5. Exhibits an appreciation and value for diversity</b>	1	2	3	4
<input type="checkbox"/> Demonstrates awareness of traditional and	Comments regarding strengths/areas for growth:			

<p>non-traditional family contexts including family status</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Embraces all diversities/differences to include racial, SES, and learning styles</li> <li><input type="checkbox"/> Creates a “safe classroom” with zero tolerance of negativity to other cultures</li> <li><input type="checkbox"/> Differentiates instruction based on learners’ needs</li> <li><input type="checkbox"/> Incorporates lessons that target diversity acceptance</li> <li><input type="checkbox"/> Knows students’ learning styles and backgrounds and possible impact to purchase materials</li> <li><input type="checkbox"/> Plans activities to raise student awareness</li> <li><input type="checkbox"/> Understands the importance of a positive school experience</li> </ul>					
<b>6. Is prepared to teach and learn</b>		1	2	3	4
<ul style="list-style-type: none"> <li><input type="checkbox"/> Accepts constructive criticism</li> <li><input type="checkbox"/> Adjusts teaching accordingly after constructive criticism</li> <li><input type="checkbox"/> Draws form a variety of sources</li> <li><input type="checkbox"/> Demonstrates knowledge of national standards</li> <li><input type="checkbox"/> Learns and adjusts from experience and reflection</li> <li><input type="checkbox"/> Comes to class planned and with needed materials</li> <li><input type="checkbox"/> Reflects on own experience</li> <li><input type="checkbox"/> Sees the value of new learning</li> <li><input type="checkbox"/> Appears to be striving to do one’s best</li> </ul>	<p>Comments regarding strengths/areas for growth:</p>				
<b>7. Collaborates effectively with peers, supervisors, parents and students</b>		1	2	3	4
<ul style="list-style-type: none"> <li><input type="checkbox"/> Asks parents to work with them and not <i>tell</i> them to</li> <li><input type="checkbox"/> Demonstrates harmonious interactions but not always conforming</li> <li><input type="checkbox"/> Knows how to work with and read people</li> </ul>	<p>Comments regarding strengths/areas for growth:</p>				

<input type="checkbox"/> Navigates through human emotions <input type="checkbox"/> Coordinates regularly with peer teachers <input type="checkbox"/> Willing to share successful teaching strategies <input type="checkbox"/> Uses all avenues to communicate classroom interactions				
<b>8. Is a self regulated learner/takes initiative</b>	1	2	3	4
<input type="checkbox"/> Is able to recognize own weaknesses and asks for support <input type="checkbox"/> Can interpret and use information <input type="checkbox"/> Asks questions proactively and does not need to be told everything <input type="checkbox"/> Researches different and most effective teaching styles <input type="checkbox"/> Takes responsibility for knowing students <input type="checkbox"/> Willing to take risks	Comments regarding strengths/areas for growth:			
<b>9. Exhibits the emotional intelligence to promote personal and educational goals/stability</b>	1	2	3	4
<input type="checkbox"/> Does not require excessive hand holding <input type="checkbox"/> Demonstrates appropriate maturity and self regulation when discussing sensitive issues and can remain calm <input type="checkbox"/> Does not bring personal problems to class <input type="checkbox"/> Does not over react to criticism or other situations <input type="checkbox"/> Perseveres <input type="checkbox"/> Demonstrates the ability to let cooperating teachers be aware of personal issues but do not use them as excuses	Comments regarding strengths/areas for growth:			
<b>10. Reflects on one's own teaching and learning</b>	1	2	3	4
<input type="checkbox"/> Reflects after every lesson <input type="checkbox"/> Reviews student data and modifies lessons	Comments regarding strengths/areas for growth:			

and teaching strategies based on that data <input type="checkbox"/> Alters lessons <i>in progress</i> when needed				
<b>11. Exhibits respect for peers, supervisors, parents and students</b>	1	2	3	4
<input type="checkbox"/> Disagrees in a professional way <input type="checkbox"/> Uses flexibility <input type="checkbox"/> Does not enter a classroom too assertively <input type="checkbox"/> Listens to what students and parents are saying <input type="checkbox"/> Maintains a respectful tone at all times <input type="checkbox"/> Does not use profanity <input type="checkbox"/> Does not exhibit a sense of entitlement	Comments regarding strengths/areas for growth:			
<b>12. Demonstrates Professional Appearance</b>	1	2	3	4
<input type="checkbox"/> Adheres to UT intern/practicum dress code <input type="checkbox"/> Does not show any visible tattoos <input type="checkbox"/> Does not show too much skin <input type="checkbox"/> Does not have a distracting hair color <input type="checkbox"/> Removes piercings other than in ears	Comments regarding strengths/areas for growth:			

Please add any additional comments relevant to the student dispositional assessment. Thank you.

Appendix B



The University of Tampa  
 College of Social Sciences, Mathematics and Education  
 Department of Education

Professional Dispositions Agreement

Candidates in the Teacher Preparation Program at The University of Tampa are trained by caring compassionate faculty who are facilitating their professional growth and development in the teaching

profession. This document enumerates dispositions valued by the education faculty at this institution and provides a road map of sorts to the candidate progressing through the education programs offered herein. By signing this agreement, the candidate is acknowledging awareness of the dispositions valued by the education department and knowledge of the assessment of each. As candidates progress through the education programs at The University of Tampa they are expected to demonstrate the following dispositions:

1. Professionalism
2. A positive and enthusiastic attitude
3. Effective oral communication skills
4. Effective written communication skills
5. Exhibiting an appreciation and value for diversity
6. Being prepared to learn (in the university setting)/ Being prepared to teach and learn (in the field)
7. Effective collaboration with peers and professors (in the university setting)/ Effective collaboration with peers, supervisors, parents, and students (in the field)
8. Being a self regulated learner (in the university setting)/ Being a self regulated learner/takes initiative (in the field)
9. Exhibiting emotional intelligence to promote goals (in the university setting)/Exhibiting the emotional intelligence to promote personal and educational goals/stability (in the field)
10. Reflecting one's own learning (in the university setting)/Reflecting on one's own teaching and learning (in the field)
11. Exhibiting respect for peers and professors (in the university setting)/Exhibiting respect for peers, supervisors, parents, and students (in the field)
12. Demonstrating professional appearance (in the field)

I understand I will be assessed on my ability to demonstrate the above stated dispositions. I understand that failure to demonstrate the dispositions will result in remedial action to be determined by the Education Department.

Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Appendix C



The University of Tampa  
College of Social Sciences, Mathematics, and Education  
Department of Education  
Candidate Remediation/Wavier Plan

Completed forms are submitted to the Department Chair and are then placed in the candidate's departmental file. A copy is to be sent to the education faculty advisor.

Candidate: \_\_\_\_\_ Major: \_\_\_\_\_

Applicant Waiver Intervention/Remediation	Candidate Remediation
<p>An Applicant to the Department of Education who fails to meet state mandated and/or departmental admission requirements is referred to the Department Chair and then the Admission, Retention, and Dismissal (ARD) subcommittee for review. The Chair and ARD subcommittee will recommend either (a) that the applicant is not given a waiver, or (b) given a waiver. If given a waiver, an applicant is given remediation/interventions intended to help the applicant achieve full program admission status. Remediation/intervention may include enrollment in a zero (0) to three (3) credit course: EDU 380/680 Professional Development Clinical. The waived applicant is given a one semester wavier in order to commence EDU 300 level courses in the education program. If the applicant during the 'waived semester' completes all admission requirements, he/she will be eligible for program admission. If the intervention/remediation task(s) is/are <u>not</u> satisfactorily completed in the allotted time, the candidate will be dismissed from the program.</p>	<p>The candidate who fails to meet any state mandated candidate performance assessment benchmark and fails to evidence acceptable mastery of any identified element of the Uniform Core Curriculum (UCC) and the associated indicators at the acceptable or target level, or fails to demonstrate acceptable performance of dispositions is referred to the Department Chair and then the Admission, Retention, and Dismissal (ARD) subcommittee for remediation. The chair and subcommittee will recommend specific candidate interventions intended to help the candidate achieve the expected targets and benchmarks. Remediation always requires enrollment in a zero - three (0-3) credit hour course: EDU 380/680 Professional Development Clinical. The candidate requiring remediation will receive an Incomplete (I) grade in the course where the weakness is demonstrated and will receive a letter grade once the critical candidate performance assessment task is satisfactorily completed in the clinical course. If the critical task is <u>not</u> satisfactorily completed the candidate will earn a Failing (F) grade in the course and must repeat the course/practicum.</p>

Reason for Remediation/Waiver (check all that apply):

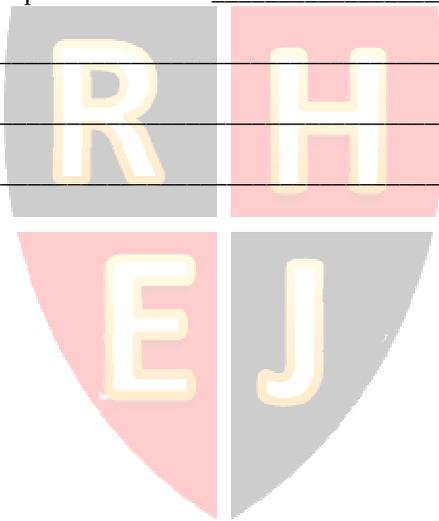
\_\_\_\_\_ Application for Admission Incomplete: Comments \_\_\_\_\_

\_\_\_\_\_ UCC Not Met: Comments \_\_\_\_\_

\_\_\_\_\_ Academic Progress: Comments \_\_\_\_\_

\_\_\_\_\_ Other: Comments \_\_\_\_\_

Remediation Plan:



I have read and understand the Candidate Remediation/Waiver Plan and its full implications regarding my continued progress in the Teacher Education Program at the University of Tampa.

Candidate's  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

EDU 380/680 Faculty  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Issuing Rating Leading to Remediation Signature: \_\_\_\_\_ Date: \_\_\_\_\_

End of semester outcomes/results of remediation/waiver (check all that apply):

\_\_\_\_\_ Candidate failed to successfully fulfill waiver requirements: Comments \_\_\_\_\_

\_\_\_\_ Candidate successfully fulfilled waiver requirements: Comments\_\_\_\_\_

\_\_\_\_ Candidate failed to meet requirements of the UCC at an "Acceptable" level: Comments\_\_\_\_\_

\_\_\_\_ Candidate met requirements of the UCC at an "Acceptable" level: Comments\_\_\_\_\_

\_\_\_\_ Candidate failed to fulfill academic progress goals: Comments\_\_\_\_\_

\_\_\_\_ Candidate fulfilled academic progress goals: Comments\_\_\_\_\_

\_\_\_\_ Other: Comments\_\_\_\_\_

Faculty Follow Through:

\_\_\_\_ Candidate critical task is re-uploaded to Live Text and re-graded to indicate acceptable performance

\_\_\_\_ Candidate grade is changed from an "I" in the original course to the earned grade

\_\_\_\_ Candidate grade for EDU 380/680 is entered on Spartan Web

Plan of Action:

\_\_\_\_ Candidate progresses in the Teacher Education Program

\_\_\_\_ Candidate is dismissed from the Teacher Education Program

Additional Comments:

EDU 380/680 Faculty

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Issuing Rating Leading to Remediation

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

