

Dispositions Assessment in Teacher Education: Developing an Assessment Instrument for the
College Classroom and the Field

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Abstract

The purpose of the current study was to operationalize and validate terminology to be incorporated into a series of assessment tools to evaluate teacher candidate dispositions.

Researchers strived to develop a greater understanding of dispositions being assessed in teacher education programs by identifying descriptors which clearly focus on the conceptual meaning of a given disposition. Through a search of related literature and a series of interviews conducted by the research team, a series of instruments was developed to measure candidate dispositions in the university classroom setting and in the field/clinical experience for teachers in training.

A fundamental task of colleges and departments of teacher education is that of tracking, monitoring, and assessing candidate performance through their program. In recent years, in part due to external accreditation requirements, teacher education programs have been charged with the responsibility of assessing more than their candidates knowledge and skills in teaching. The National Council for Accreditation of Teacher Education (NCATE) accreditation process as well as that of other professional organizations requires teacher preparation programs to develop appropriate assessment devices to measure and document candidate dispositions. Because of this requirement, teacher education programs are exploring what is meant by dispositions and investigating how they can be used and assessed.

Defining Dispositions

Dispositions related to effective teaching have been defined in a number of ways over the years. The National Council for Accreditation of Teacher Education (NCATE) (2001) provides 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.

The Interstate New Teachers Assessment and Support Consortium (INTASC) (1992) uses the following descriptors to encompass the concept of dispositions: adopts, appreciates, believes, is committed, has enthusiasm, persists, realizes, recognizes, responds, seeks, is sensitive to,

understands, and values. Taylor & Wasicsko (2000) define dispositions as the personal qualities or characteristics that are possessed by individuals, including attitudes, beliefs, interests, appreciations, values, and modes of adjustments. Schulte, Edick, Edwards, and Mackiel (2004) define disposition as a pattern of behavior exhibited frequently and in the absence of coercion, and constituting a habit of mind under some conscious and voluntary control, and that is intentional and oriented to broad goals.

Why Assess Dispositions

The importance of disposition assessment was stated by Broko, Liston, & Whitcomb (2007). They explain that dispositions are an individual's tendencies to act in a given manner and are predictive of patterns of action. They answer the question of whether teachers are likely to apply the knowledge and skills they learn in teacher preparation programs to their own classroom teaching when they are not being critiqued. One of the most difficult situations faced by teacher educators, according to Schulte, Edick, Edwards, and Mackiel (2004) is coming across teacher candidates who meet the requirements of content knowledge and pedagogical skills, yet lack the dispositions essential to effective teaching. A teacher with 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 or guided 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.

Educators have learned through the research that a strong correlation exists between the dispositions of teachers and the quality of their students' learning (Notar, Riley, Taylor, Thornburg & Cargill 2009). Teachers who care about their students' academic achievements, those who are willing to exert the effort needed to ensure the classroom is a productive learning environment, have characteristics that may not be measured as possession of pedagogical knowledge and skills. These are teachers, who are through their actions and demeanor, are demonstrating effective teaching dispositions.

Rike (2008) identifies the following purposes for disposition assessment in teacher education programs:

- Faculty need a way to clearly communicate to teacher candidates the expectations for their dispositions and the means of assessment,
- Identifying and measuring dispositions is a professional obligations in preservice teacher education,
- Creating and using a research-based document to measure dispositions ensures consistency and limits subjectivity on the part of the evaluator;
- Preservice teachers need to be aware that who they are and what they believe will have a long-term effect on their careers and the students they teach.

Additional reasons for assessing teacher candidates' dispositions include the following:

- Research (Wayda and Lund, 2005) indicates preservice teachers should know what is expected of them regarding dispositions while enrolled in teacher education programs and how those dispositions will be assessed,

- National exams and state licensure programs stress appropriate dispositions as being as important to effective teaching as knowledge and skills,
- Preservice teachers need to know that dispositions are as important as knowledge and skills in becoming an effective teacher (Taylor & Wasicsko, 2000),
- Teacher candidates should begin to think of themselves as “Teachers” while in training and must be aware their dispositions will be monitored and assessed throughout the program;
- NCATE and other accrediting agencies require teacher education programs to monitor and assess candidate dispositions.

In addition, faculty in the education department in this study identified the need and wanted to develop a research-based instrument which could be used to relay to education majors the department’s expectations for their dispositions in both the university classroom and in the field. The disposition assessment developed will be used to track and monitor the student dispositions as they move through the programs. Documented evidence of problematic dispositions of preservice 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).

Developing a Disposition Assessment Instrument

The feat faced by teacher educators in assessing preservice teacher dispositions is that of developing an operational definition which clearly describes what is meant by each dispositional descriptive verb. Taylor and Wasicsko (2000) challenged researchers to define “dispositions”, review the research base, and find or create appropriate instruments to measure dispositions.

To address this challenge, the authors of this study developed a set of questions to further clarify their task. The following questions were asked:

- “How do a student’s dispositions affect his/her performance in a classroom setting – both as a student and as a teacher?”
- “Can we predict which students will be effective teachers based on their dispositional behaviors exhibited in college classrooms?”
- “How can we communicate the intent of a given disposition so that evaluators/evaluatees understand it in a meaningful manner?” Consistency in the assessment of dispositions is vital. The assessor and the person being assessed must be aware of and understand the criteria that will be used in the evaluation process.
- “How can we operationally define dispositions so that when measured they provide a basis for pinpointing effective versus ineffective classroom behaviors (both as students in college classrooms and as teachers)?”
- “What does the research say about dispositions and how they impact a person’s ability to be an effective teacher?”

Notar, Riley, Taylor, Thornburg & Cargill (2009) suggest an effective means for assessing dispositions can include the use of rubrics, rating scales, self-reflection evaluations and/or checklists. Researchers began to explore how other teacher education programs across the nation were assessing dispositions and found solid examples in the following institutions:

The work of Taylor & Wasicsko (2000) lead to the creation of a disposition assessment tool which is being used in the teacher education program at Eastern Kentucky University. The instrument contains 12 dispositions which are used to assess pre-service candidates in the college

classroom and in the field/clinical experience. The dispositions are assessed indirectly, based on candidates' observable behavior in educational settings. Indicators of disposition embedded in their evaluation tool includes the following: use of systematic instruction techniques, high expectation of students and themselves, willingness to tailor teaching to students' needs, belief in their own efficacy, caring, concerned with perceptual meanings rather than facts and events, comfortable interactions with others, good management skills, flexibility, and imagination. Other indicators found to be important are clear standards for classroom behavior, provided feedback, uses a variety of assessment strategies, positive interactions with students, involved in continuous learning, compassion, respect of self and others, and empathetic.

The Early Childhood Education and Behaviors Checklist developed by Rike and Sharp (2008) is used at the University of Memphis to assess candidates dispositions. The checklist is comprised of four parts: class behaviors, practicum behaviors, communication skills, and general dispositions. The list of dispositions was developed by asking 125 elementary principals to rank the nine teacher dispositions they felt were most important out of 18. The list was narrowed down to 12 dispositions which include the following: adjusts or revises lessons to meet student needs and/or changing circumstances, has passion for teaching and demonstrates enthusiasm for working with children, is committed to ensuring all children have the opportunity to achieve to the best of their potential, demonstrates accountability for their students learning and development, treats all students equally and fairly, while respecting individual differences, works professionally with colleagues, peers, parents, and community agencies, appreciates and values human diversity, realizes learning is an ongoing process and is committed to reflection, demonstrates commitment to the development of the whole child, persists in helping children

become successful, lifelong learners, recognize the value of intrinsic motivation, and demonstrates integrity and honesty and meets ethical expectations.

The College of Education and Professional Ethics at Jacksonville State University developed a disposition assessment instrument to evaluate preservice teacher dispositions (Notar, Riley, Taylor, Thornburg & Cargill 2009) The following dispositions are included for measurement: attendance/punctuality, timeliness with assignments, appearance, poise, attitude, initiative, responsiveness to feedback, and rapport.

Arkansas State University has developed the Teacher Dispositions Form (Stewart & Davis 2009) which includes detailed criteria across eight major disposition descriptors. In this institution dispositions are defined as character and personality traits that are considered necessary for a person to succeed as a teacher. The traits include areas of responsibility, dependability, creativity, empathy, professionalism, and a commitment to lifelong learning.

Item Development

The creation of the Disposition Assessment Instrument required an analysis of the current research, the development of a questionnaire to refine an operational definition of disposition indicators, faculty buy in and input, student input, and discussion with the researchers/investigators and education faculty.

The purpose of current study was to operationalize the validated indicators to get a better look at what was meant by each indicator and to create an instrument to assess student dispositions in the college classroom and in the teaching arena/field.

Researchers developed items by reviewing the preceding instruments which were developed to specifically assess dispositions of preservice teachers. Then members of the research team, which includes two professors and two undergraduate teacher candidates, combined indicators from all those listed in the preceding disposition tools and eliminated indicators that overlapped.

The research team then created a dispositions questionnaire to administer to students, cooperating teachers, principals, university supervisors, and professors in an attempt to more clearly define validated indicators of dispositions for preservice teachers in both the university classroom setting and in the field. The intent was to create a disposition instrument based on the information gathered during the interviews. Through the interviews, the research team compiled a complete idea of what each indicator means to concerned stakeholders so that inter rater interpretation and reliability is better assured. The indicators themselves have already been validated by previous studies cited. The research team wanted to construct through the interviews a better understanding of what each indicator “looks like” in its respective setting.

Student researchers conducted the interviews and were given three rules: to conduct the interviews only with the interviewee present; to ask interviewees to think about situations in which they witnessed a given disposition with corresponding indicators enacted correctly/well or incorrectly/poorly; to prompt the interviewee with questions about a given disposition if they seemed unsure of its meaning or failed to provide a sufficient amount of information.

The lead professor disseminated an email to fellow education professors informing them about the research the team was conducting and asking them to email their availability for interviews. The university professors were also asked to provide names of students, principals, university supervisors, and cooperating teachers they thought had good dispositions. From the

availability of university professors and list of names, the students compiled interviews with those who responded. The sample of interviewed experts for the classroom setting and field dispositions consisted of professors (N=9), students (N=5), principals (N=4), university supervisors (N=7), and one cooperating teacher.

Interviewees were asked to respond to the following dispositional prompts by discussing their interpretation of each statement. The interviewers recorded responses on tape and paper. Respondents were asked to imagine or picture a preservice teacher with whom they had interacted in the past to describe the disposition. They were asked to rate the degree to which each indicator is an important factor of disposition. The ratings were on a Likert scale of 1 to 5, with 1 meaning the indicator is not an important disposition of preservice candidates at all and a 5 meaning the indicator is an essential disposition. The disposition statements used in the interview are listed below:

Preservice candidates in the classroom (for professors and students only)

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 teach and learn
7. Collaborates effectively with peers and professors/has rapport
8. Is a self directed learner/takes initiative
9. Exhibits the emotional intelligence to promote personal and educational goals/stability

10. Reflects on one's own reaching and learning
11. Exhibits empathy, compassion, and caring for peers and professors
12. Exhibits respect for peers and professors

Preservice candidates in field/clinical experiences (for cooperating teachers, university supervisors, cooperating teachers, professors and principals)

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 teach and learn
7. Collaborates effectively with peers, supervisors, parents, and students/has rapport
8. Is a self directed learner/takes initiative
9. Exhibits the emotional intelligence to promote personal and educational goals/stability
10. Reflects on one's own teaching and learning
11. Exhibits empathy, compassion, and caring for peers, supervisors, parents, and students
12. Exhibits respect for peers, supervisors, parents, and students
13. Focuses in individual student needs
14. Demonstrates appropriate professional appearance
15. Demonstrates responsiveness to feedback from supervisors
16. Accurately reads non-verbal student behavior

Disposition Questionnaire Findings

Comments from the respondents were examined and summarized for each of the disposition statements. The indicators identified through the research include:

Demonstrates Professionalism - Answers questions when asked, exhibits regular attendance, dresses professionally for presentations, prepares for change, listens quietly while others are speaking, welcomes new ideas, portrays university positively to others, prompt in turning in work

Demonstrates a positive and enthusiastic attitude - Embraces hard work, does not have a flattened/bored affect, gets things done in spite of hardships, initiates interaction when needed, is intrinsically motivated to succeed, does not whine or excessively complain, takes pride in his/her work, shows interest in class discussions/issues

Demonstrates effective oral communications skills - Attempts to speak well in front of class, uses Standard English, has good use of tone and pitch, presents effectively, justifies ideas with research/experience, shows leadership in group work, refrains from profanity, uses a broad vocabulary, uses receptive communication/is interactive, can co-switch to academic register

Demonstrates effective written communication skills - Creates and defends arguments with reason, shares a perspective persuasively, formats papers in correct APA style, uses correct spelling, uses Standard English and grammar, begins emails with greeting, employs both formal and informal writing styles, adheres to assignment guidelines

Exhibits an appreciation and value for diversity - Approaches diversity with a positive attitude, embraces all differences, does not use racial stereotypes, does not engage in tokenism, interacts in a friendly manner with the majority of peers in the classroom, seeks to grow through knowledge, remains open to differing persons and opinions, does not demean others

Is prepared to learn - Participates actively, asks and answers questions during class that demonstrate authentic interest, engages in group discussions, listens well, arrives to class coherent and focused, comes to class with needed materials, welcomes new subjects, demonstrates readiness and maturity in learning exchange, works independently as required

Collaborates effectively with peers and professors - Negotiates respectfully, accepts and acts on constructive criticism, engages in friendly dialogue, demonstrates a positive reaction to group work, understand hierarchy between faculty and students

Is a self-regulated learner - Takes initiative to find solutions and solve problems, improvises when needed, asks questions proactively, does not blame the professor for poor work, helps facilitate less motivated or struggling group members, goes above and beyond minimum requirements, appears to be intrinsically motivated, works and handles responsibilities independently, wants to take the time to understand concepts

Exhibits the emotional intelligence to promote goals - Demonstrates appropriate self regulation when discussing sensitive issues, does not bring personal problems to class, does not over react to criticism, sensitive to the feelings of others, manages high-demand tasks well, manages multiple tasks well, does not always appear too busy or stressed

Reflects on one's own learning - Tries to improve, identifies areas for growth, solicits feedback, uses grades to try to improve skills

Exhibits respect for peers and professors - Refrains from derogatory verbiage, uses diplomacy, criticizes professors or peers constructively, addresses people appropriately, discusses disagreements with professor outside of the classroom, keeps appointments, does not

use electronic devices of any type in/during class, attempts to know names of peers and professors, respectfully disagrees by defending perspective with logic and calm

The authors created two (2) Disposition Assessment Instruments (Appendix A and B), one appropriate for assessing student dispositions in a university classroom setting, the other for assessing candidate dispositions in the final internship experience.

How will the Dispositions Assessment Instrument be used in the Teacher Preparation Program?

Disposition Assessment: In the University Classroom

Education majors' dispositions are rated three times by education faculty during their studies. The first assessment occurs at the beginning of their program (freshmen year), the second occurs the semester after being formally admitted into the program (junior year) and the third takes place the first semester of the senior year prior to the final internship.

Faculty teaching the second semester education coursework to freshmen will be the first to complete the Disposition Assessment instrument. Around mid-semester, these faculty will meet with the Chair and the Director of Program Review in a Professional Learning Community (PLC) setting to review results of the assessment. The purpose of the PLC is to facilitate faculty communication regarding student demonstration of appropriate dispositions and academic abilities as they apply to expectations of future teachers. Students who fail to possess appropriate dispositions based on the score earned on the Disposition Assessment tool are referred to the department's Admission, Retention, and Dismissal Subcommittee (ARD) for review.

Disposition assessment will occur again near the middle of the first semester of the junior year once students have been accepted into the Teacher Education Program. One reason for this

second assessment is for faculty to be able to remediate students with poor dispositions before they are further into the program. Faculty who teach the education courses in the first semester of the junior year will complete the assessment on each candidate and will meet with the Chair and the Director of Program Review in a Professional Learning Community (PLC) setting to review results of the assessment. Candidates who fail to possess appropriate dispositions based on the score earned on the Disposition Assessment tool are referred to the department's Admission, Retention, and Dismissal Subcommittee (ARD) for review.

The final disposition assessment occurs midterm during of the first semester of the senior year, prior to the final internship. Faculty who teach the education courses in the first semester of the senior year will complete the assessment on each candidate and will meet with the Chair and the Director of Program Review in a Professional Learning Community (PLC) setting to review results of the assessment. Candidates who fail to possess appropriate dispositions based on the score earned on the Disposition Assessment tool are referred to the department's Admission, Retention, and Dismissal Subcommittee (ARD) for review.

Implementation of the Disposition Assessment

Faculty members teaching the courses students are enrolled in during the semesters in which they will be assessed distribute a copy of the Disposition Assessment form to the students and discuss the department's expectations for dispositional behavior. A copy of the Disposition Assessment form is included in the Department of Education Candidate Handbook: Undergraduate Program and is posted to the department's website for student access. Students learn the results of the assessment will be discussed among departmental faculty in a

Professional Learning Community (PLC) setting. They also learn that candidates who fail to receive satisfactory rating from their professors will face further actions.

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

The procedure for using the Disposition Assessment instrument to modify inappropriate dispositions includes the following:

Students who perform at the acceptable (3) or exemplary (4) level continue in the program.

Students who earn a rating of two (2) are required to participate in a remediation conference with the course professor who rated the student. During the meeting the professor speaks with the student regarding the assessment and together they create a plan to modify or change behavior. A copy of this plan is placed in the student's departmental file, sent to the faculty advisor, and the ARD Subcommittee. Students who perform at an unacceptable level are referred directly to the Admission, Retention and Dismissal (ARD) Subcommittee. This student is called before the subcommittee and with the committee develops a written plan for improvement and behavior modification. The student will be rated again by the faculty member at the end of the semester. 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.

Conclusion

The study has lead to the creation of two disposition assessment instruments to be used with pre-service teachers in the college classroom setting and in their field and internship experiences. The assessment has expanded previous efforts of assessing dispositions by providing a more thorough explanation of each indicator which should serve to enhance rater agreement. Decisions made based on the assessment should lack subjectivity due to the increased clarity and should possess some degree of stability between rater and those persons being rated. The instrument provides other institutions and teacher education programs in need of disposition assessment instruments with the ability to tailor a scale by accepting or rejecting descriptors provided for their own assessment use. It may be that different departments have variance in views of what behaviors are associated with each of the indicators.

Further research may include an analysis of the factor structure of the 16 indicators. There is surface evidence that suggests indicator overlap which could mean a more succinct assessment scale. “Reading non-verbal cues” and “Oral communication” are two separate indicators that would appear to be related. There is also a running concern that teachers reflect on their experiences beyond the single indicator of “Reflects on own teachings”. There may be a way to reduce this to one factor. Reflection was identified as an indicator of “Prepared to teach” and “Self regulated learner” in addition to the single indicator.

The researchers made special efforts to separate pedagogy and disposition when examining indicators from other studies. The aim of this instrument is to assess dispositions and not

pedagogy. Some of the indicators included in the instruments may be construed as pedagogy. For example, “Is prepared to teach and learn” may be pedagogy and not disposition. Factor Analysis could help confirm the structure. The inter-rater reliability of the new instrument could be calculated and coefficients between scales with and without indicator explanations compared.

There is more work to be done in this area of teaching. Disposition assessment in the classroom and the field provide teacher educators with a more holistic profile of a given candidate. It is imperative that the assessment process of such an important aspect of teaching be done carefully and skillfully. The care will help to assure a more valid and reliable assessment of student disposition in the field.

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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
1. Demonstrates Professionalism	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:			
2. Demonstrates a positive and enthusiastic attitude	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:			
3. Demonstrates effective oral communication skills	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:			
4. Demonstrates effective written communication skills	1	2	3	4

<ul style="list-style-type: none"> <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:			
5. Exhibits an appreciation and value for diversity	1	2	3	4
<ul style="list-style-type: none"> <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:			
6. Is prepared to learn	1	2	3	4
<ul style="list-style-type: none"> <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:			
7. Collaborates effectively with peers and professors	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:			
8. Is a self regulated learner	1	2	3	4
<input type="checkbox"/> Takes initiative to find solutions and solve problems <input type="checkbox"/> Improvises when needed <input type="checkbox"/> Asks questions proactively <input type="checkbox"/> Does not blame the professor for poor work <input type="checkbox"/> Helps facilitate less motivated or struggling group members <input type="checkbox"/> Goes above and beyond minimum requirements <input type="checkbox"/> Appears to be intrinsically motivated <input type="checkbox"/> Works and handles responsibilities independently <input type="checkbox"/> Wants to take the time to understand concepts	Comments regarding strengths/areas for growth:			
9. Exhibits the emotional intelligence to promote goals	1	2	3	4
<input type="checkbox"/> Demonstrates appropriate self regulation when discussing sensitive issues <input type="checkbox"/> Does not bring personal problems to class <input type="checkbox"/> Does not overreact to criticism <input type="checkbox"/> Sensitive to the feelings of others <input type="checkbox"/> Manages high-demand tasks well <input type="checkbox"/> Manages multiple tasks well <input type="checkbox"/> Does not always appear too busy or stressed	Comments regarding strengths/areas for growth:			
10. Reflects on one's own learning	1	2	3	4
<input type="checkbox"/> Tries to improve <input type="checkbox"/> Identifies areas for growth	Comments regarding strengths/areas for growth:			

<input type="checkbox"/> Solicits feedback <input type="checkbox"/> Uses grades to try to improve skills				
11. Exhibits respect for peers and professors	1	2	3	4
<input type="checkbox"/> Refrains from derogatory verbiage <input type="checkbox"/> Uses diplomacy <input type="checkbox"/> Criticizes professors or peers constructively <input type="checkbox"/> Addresses people appropriately <input type="checkbox"/> Discusses disagreements with professor outside of the classroom <input type="checkbox"/> Keeps appointments <input type="checkbox"/> Does not use electronic devises 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	Comments regarding strengths/areas for growth:			

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
12. 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	Comments regarding strengths/areas for growth:			

<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				
<p>13. Demonstrates a positive and enthusiastic attitude</p>	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 <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	Comments regarding strengths/areas for growth:			
<p>14. Demonstrates effective oral communication skills</p>	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:			
<p>15. Demonstrates effective written communication skills</p>	1	2	3	4

<ul style="list-style-type: none"> <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 	<p>Comments regarding strengths/areas for growth:</p>			
<p>16. Exhibits an appreciation and value for diversity</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates awareness of traditional and non-traditional family contexts including family status <input type="checkbox"/> Embraces all diversities/differences to include racial, SES, and learning styles <input type="checkbox"/> Creates a “safe classroom” with zero tolerance of negativity to other cultures <input type="checkbox"/> Differentiates instruction based on learners’ needs <input type="checkbox"/> Incorporates lessons that target diversity acceptance <input type="checkbox"/> Knows students’ learning styles and backgrounds and possible impact to purchase materials <input type="checkbox"/> Plans activities to raise student awareness <input type="checkbox"/> Understands the importance of a positive school experience 	<p>Comments regarding strengths/areas for growth:</p>			
<p>17. Is prepared to teach and learn</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Accepts constructive criticism <input type="checkbox"/> Adjusts teaching accordingly after constructive criticism <input type="checkbox"/> Draws form a variety of sources <input type="checkbox"/> Demonstrates knowledge of national standards <input type="checkbox"/>Learns and adjusts from experience and 	<p>Comments regarding strengths/areas for growth:</p>			

reflection <input type="checkbox"/> Comes to class planned and with needed materials <input type="checkbox"/> Reflects on own experience <input type="checkbox"/> Sees the value of new learning <input type="checkbox"/> Appears to be striving to do one's best				
18. Collaborates effectively with peers, supervisors, parents and students	1	2	3	4
<input type="checkbox"/> Asks parents to work with them and not <i>tell</i> them to <input type="checkbox"/> Demonstrates harmonious interactions but not always conforming <input type="checkbox"/> Knows how to work with and read people <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	Comments regarding strengths/areas for growth:			
19. Is a self regulated learner/takes initiative	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:			
20. Exhibits the emotional intelligence to promote personal and educational goals/stability	1	2	3	4
<input type="checkbox"/> Does not require excessive hand holding	Comments regarding strengths/areas for growth:			

<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				
<p>21. Reflects on one’s own teaching and learning</p>	1	2	3	4
<input type="checkbox"/> Reflects after every lesson <input type="checkbox"/> Reviews student data and modifies lessons and teaching strategies based on that data <input type="checkbox"/> Alters lessons <i>in progress</i> when needed	Comments regarding strengths/areas for growth:			
<p>22. Exhibits respect for peers, supervisors, parents and students</p>	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:			
<p>23. Demonstrates Professional Appearance</p>				
<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.

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