Teacher Candidate Professional Disposition Self-Assessment

Continuous Improvement of Candidate and Student Learning
The Conceptual Framework

Three Primary Themes identify key candidate performance outcome areas:

1. A Solid Base of Knowledge and Skills
2. Professional Dispositions
3. Impact on P-12 Learners
The Conceptual Framework

Assessment of candidate performance in these three outcome areas provides data that is:

– Evidence for candidate performance meeting professional standards

– Aggregated across programs of the Professional Education Unit for on-going unit and program improvement
What is a Disposition?

- Professional dispositions are
  - Professional attitudes
  - Professional values
  - Beliefs

- Demonstrated through behaviors
  - Verbal
  - Non-verbal

- Support student learning and development
  
  (NCATE, 2007)
When do we assess dispositions?

• All Teacher Candidates  
  (Yes Graduates, you too)
  – At beginning of program
  – Prior to Culminating Experience
  – Program Completion
How do we assess dispositions?

- All Teacher Candidates *(Yes Graduates, you too)*
  - Anonymous self-evaluation
  - Faculty evaluations in selected classes
  - School-based Teacher Educators (SBTEs) in student teaching
  - College supervisors in student teaching
  - Masters’ thesis or project supervisor
Why do candidates self-assess?

• Self-reported Data
  – Evaluate each **program** (not student) in the PEU and make the necessary revisions to improve candidate development
  – Improve candidates’ disposition levels as they move through their chosen program in the PEU
  – Develop habit of on-going professional development that continues throughout professional career
Why do faculty and supervisors assess?

• Faculty, Supervisors, and SBTEs Data
  – Professional dispositions are key to candidate success in the profession
  – Key candidate performance outcome measure for program and unit improvement
  – Record unacceptable candidate behaviors that become part of the students’ record
How do we rate dispositions?

• Unacceptable
• Developing
• Proficient
• Exemplary
Unacceptable

- Rarely demonstrates behaviors that reflect positive professional dispositions and support student learning and development

- Behavior often is not consistent with good professional practice or is deemed inappropriate

- Demonstrates less than 40% of the time
Developing

- Sporadically demonstrates behaviors that reflect positive professional dispositions and support student learning and development

- Behaviors generally are consistent with good professional practice and are never deemed inappropriate, but there is considerable room for improvement with additional experience or training

- Demonstrates approximately 40-74% of the time
Proficient

• Usually demonstrates behaviors that reflect positive professional dispositions and support student learning and development

• Behaviors are consistent with good professional practice and are never deemed inappropriate

• Demonstrates approximately 75-89% of the time
Exemplary

- Consistently demonstrates behaviors that reflect positive professional dispositions and support student learning and development

- Behaviors are consistent with those of the most effective teachers and are never deemed inappropriate

- Demonstrates about 90+% of the time
How do we score dispositional assessments?

- **Developing, Proficient, and Exemplary** are “acceptable”
  - Expectations of aggregated unit data at beginning of the program are:
    - Less than 5% Exemplary (reserved for the WOW!)
    - 90% Developing or Proficient
    - Less than 5% Unacceptable

- **Faculty, Supervisor, & SBTE Data**
  - Become part of the candidate’s record
  - Unacceptable *behavior* may jeopardize candidate’s progress in or completion of the program
Example of Aggregated Unit Data: Candidate Self-Assessment Beginning of Program

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Practice assessing professional dispositions!

- Anonymously assess an education professional of your own choosing

- Think about a teacher, principal, or superintendent that you have had first hand experience with. As you go through the dispositions, rate that teacher using the criteria that is given.

- Follow along as we go through each disposition
Professional Dispositions for Teacher Education Candidates

1. Positive Outlook
2. Intellectual Integrity
3. Respect
4. Self-Awareness
5. Dedication
Positive Outlook

• Candidate demonstrates the traits for the work of a teacher on a daily basis:
  – The belief that all children can learn
  – Cheerfulness
  – Praise of others
  – Finding good in most situations
  – Seeing possibilities rather than obstacles
  – Responding to challenges
  – Laughing easily
  – Seeing crisis as opportunity
  – Demonstrates genuine enthusiasm and optimism
Positive Outlook

• Present
  – Cheerful
  – Finds good in most situations
  – Able to praise other
  – Laughs easily
  – Looks on the bright side
  – Responds to challenges
  – Sees Crisis as opportunity
  – Sees possibilities rather than obstacles

• Absent
  – Not hopeful
  – Hypercritical
  – Easily daunted
  – Quick to blame
  – Skepticism
  – Self-centered
  – Negative remarks about self and others

Assess Positive Outlook Now
Intellectual Integrity

- Candidate demonstrates the ability to foster trust among and between students, colleagues, school-based teacher educators (SBTEEs), and professors by maintaining a high level of reliability.
- Demonstrates sound moral character.
- Is truthful, honest, and sincere.
- Is fair and just in all situations with all students.
Intellectual Integrity

- Present
  - Takes pride in their work
  - Does the “extras”
  - Gives credit where due
  - Careful thinkers
  - Values research
  - Admits limitations
  - Not afraid to change mind
  - Realizes that truth is relative
  - Open to new ideas
  - Values others’ opinions

- Absent
  - Plagiarism
  - Doesn’t carry their load
  - Sloppy/incomplete work
  - Quick to judge
  - Stubborn in opinion
  - Does minimal amount of work
  - Rigid in thought
  - Misrepresents facts
  - Takes credit for others work
  - Talks too much

Assess Intellectual Integrity Now
Respect

• Candidate is respectful to school staff and faculty, professors, and colleagues

• Respectfully, self-advocates when necessary

• Takes time and energy to show compassion and empathy for students, colleagues/classmates, SBTEs, and professors
Respect

• Present
  – Listens more than talks
  – Realizes own fallibility
  – Giving
  – Makes extra effort in situations
  – Genuinely cares
  – Eager to learn about others
  – Slow to judge
  – Thoughtful
  – Mannerly

• Absent
  – Makes off color comments
  – Fails to listen
  – Demands to be the center of attention
  – Uses stereotypical language
  – Self-centered, self-absorbed
  – Insensitive
  – Unaware of others
  – Judgmental
  – Opinionated
  – Disruptive

Assess Respect Now
Self-Awareness

- Candidate demonstrates an appreciation for differences among people
  - has a strong ability to interact, work and be with people who have characteristics different from self
  - continually seeks opportunities to learn more about others’ perspectives
  - is open to considering the myriad of new attitudes, beliefs, ideas, and opinions that are encountered in the school environment
Self-Awareness

• Present
  – Knows and accepts strengths and weaknesses
  – Ability to think hypothetically
  – Accepts criticism
  – Willing to hear another viewpoint
  – Able to reach high quality of reflection

• Absent
  – Limited knowledge of strengths, weaknesses, and/or potential
  – Unable to problem solve
  – Offers excuses for events/behaviors
  – Blames other students

Assess Self-Awareness Now
Dedication

• Candidate does not become frustrated easily but chooses to stick to a task until the task is done at a high level of competency

• Independent and continually uses, develops, and adopts a wide range of personal and professional resources

• Consistently solves problems drawing on his or her own abilities and knowledge for their solutions
Dedication

• Present
  – Gives extra time
  – Cares about work
  – Generous with time, talents, and resources
  – Actively engaged in life
  – Does extra work
  – Willing to help others
  – Takes risks
  – Completes work on time
  – Self-starter
  – Volunteers

• Absent
  – Skips commitments
  – Late assignments
  – Poor quality work
  – Limited perception
  – Quick to quit
  – Impatient with others
  – Doesn’t adapt well to change
  – Works to letter of the law/does the minimum

Assess Dedication Now
Any Questions?

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