

Assessment 7 (optional)
Section IV – Evidence for Meeting Standards
Teacher Candidate Dispositions Assessment

1. Description of the assessment and use in the program

The *Teacher Candidate Dispositions Assessment* addresses both professional and collaborative behaviors consistent with best practice and is designed to be used during the Special Education Internship I field experience. The items included in the assessment are grounded in the KSC conceptual framework that is applicable to all KSC teacher candidates. This assessment is also used as a KSC unit assessment.

In the Post-Baccalaureate Special Education program *Teacher Candidate Dispositions Assessment* is given to candidates at the beginning of Internship I as a self-assessment tool. At the end of the Internship I field experience candidates are formally assessed using this tool so that initial data can be collected about a candidate's foundational professional and collaborative behaviors while working as an intern. This assessment is completed by the Cooperating Professional who conducts the Internship I supervision (this individual has the primary opportunity to observe behaviors in a professional setting) and submitted to the KSC Supervisor for review. The information from the assessment allows the KSC Supervisor, the candidate, and the Cooperating Professional to jointly plan if concerns about foundational professional and collaborative behaviors are identified. The goal is for all candidates to achieve an "acceptable" score on this assessment. Candidates must receive a minimum score of "20" on this assessment for it to be considered passing and must have no unacceptable ratings.

Professional and collaborative behaviors are also assessed more specifically as a follow up to this assessment during Internship II using the *Special Education Internship: Field Work Evaluation* sections addressing professional and ethical practice (Standard 9) and Collaboration (Standard 10).

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III

This targeted assessment examines professional and collaborative behaviors, Standards **9** and **10**.

Standards Targeted by this Assessment

Standard 9: Professional and Ethical Practice

Candidates are assessed on their ability to demonstrate foundational professional and ethical behaviors required of teacher education and special education candidates including: (1) an understanding of legal and ethical matters as they apply to the profession of special education; (2) a commitment to lifelong learning and engaging in service to the community; (3) a demonstration of an understanding diverse/multiple perspectives and openness to diverse perspectives. Candidates are also assessed on professional communication skills, work skills (diligence, punctuality, preparedness) as well as their ability to accept responsibility for their actions.

Standard 10: Collaboration

Candidates are assessed on their ability to work collaboratively and cooperatively in the special education internship placement. Foundational skills related to collaboration are also assessed including taking initiative, responsibility, being punctual, exhibiting enthusiasm/passion for work, showing proficient communication skills, demonstrating respect, empathy, and caring for others. The assessment also assesses a candidate's understanding of diverse perspectives as well as their openness to these perspectives which is essential to the collaborative process.

3. A brief analysis of data findings

Findings from Assessment 7, *Teacher Candidate Dispositions* include 2006-2007 and 2007-2008 data and are organized by each component of the assessment including an overall assessment score for both years. Final averages are provided for the component data. This assessment is used at both at the KSC Unit level and with

the PB SPED program. It was designed to target a candidate's dispositions including foundational collaborative and professional behaviors.

Findings from Assessment 7 show that 100% of the 14 candidates (data from two candidates in 06-07 was not available to report) who were rated on this assessment by their Cooperating Professionals were "developing" or "acceptable" on all components of the assessment. In fact, most candidates were rated as "acceptable" across all components. The scale adopted for this assessment is different than the scale used on other PB SPED assessments. In this case an "acceptable" is the highest score a candidate can achieve. The scores reported here are very encouraging as foundational collaborative and professional dispositions are critical to success of special educators. The consistency in data is evident in the summary of overall Assessment 7 scores. In 06-07 and 07-08, 100% of candidates were overall rated in the acceptable category. (See attached data tables for Assessment 7).

4. Interpretation of how data provide evidence for meeting standards

This assessment was piloted in the program in 05-06 for use as a foundational assessment addressing Standards 9 and 10, so it is one of the newer assessments adopted in our program. We formally adopted it in 06-07. The scores reported here show a high degree of candidate competence in relation to these standards. It was clear during the pilot that this assessment provided a useful evaluation of collaborative and professional behaviors and could be used in the PB SPED program to enhance the *Field Work Evaluation* that extends and is more specific in the assessment of Standards 9 and 10. The scale used in this assessment is not as sensitive on the higher end of the scoring range as a score of acceptable is where we would like to see most candidates. The data here reflects that a high majority of candidates received overall acceptable scores (100%).

We need to examine the scale used in this assessment and consider potential revisions to this to be more in line with other scales used in program assessments. Faculty in the program will be meeting to review undergraduate and PB SPED data from this tool to brainstorm possible revisions or extensions to this assessment to more accurately address special education collaborative and professional behaviors. We will need to keep in mind that the purpose the current assessment is to get a sense midway through the internship how candidates perform on important aspects of Standards 9 and 10 and use this to inform program improvement. We will look to the data to inform us as well as feedback from Cooperating Professionals, faculty, and students. At this point it appears to make sense to have Cooperating Professionals rate candidates as they receive training on the use of the assessment and have concentrated time observing candidate behaviors related to the assessment. We will want to revisit this issue and consider the possibility of reporting other stakeholder ratings to achieve a more accurate picture of candidate skills in this area.

Assessment Documentation

ATTACHMENT A

Assessment Tool or Description of Assessment

Teacher Candidate Dispositions Assessment

**Keene State College
Teacher Candidate Dispositions Assessment**

Teacher Candidate's Name _____ **Date** _____

Program _____ **Name of Person Completing the Form: (please print)** _____

Relationship to the Teacher Candidate: (please choose one)

- Self
- Course Instructor
- Methods/Practicum Instructor
- Cooperating/Mentor Teacher
- College Supervisor
- Site Supervisor
- Other Professional Educator (please describe) _____

The purpose of this assessment is to obtain a variety of professional evaluations of the dispositions (behaviors and attitudes) of Keene State College Teacher Candidates at various points in their pre-service training. These dispositions are based on both the conceptual framework of KSC's pre-service program and research-based educational preparation literature.

Key: (see reverse for further explanation and rubric) D– Developing (occasionally demonstrates this disposition)
 U – Unacceptable (does not demonstrate this disposition) A – Acceptable (consistently demonstrates this disposition)

The above-named Teacher Candidate. . .

Rating (circle)	Professional Dispositions:	Comments: (Rating of U or D requires a comment)
A D U	1. exhibits clear and accurate communication skills (e.g., listening, writing, speaking)	
A D U	2. works cooperatively and collaboratively	
A D U	3. presents appropriate professional appearance/demeanor	
A D U	4. exhibits enthusiasm and passion for students and teaching	
A D U	5. is committed to lifelong learning and service to the community	
A D U	demonstrates clear understanding of legal and moral obligations of the profession	

Dispositions Rating continued

Rating	Personal Dispositions:	
A D U	1. demonstrates understanding of and is open to diverse perspectives	
A D U	2. demonstrates respect, empathy, and caring for others	
A D U	3. accepts responsibility for own actions	
A D U	4. is present, punctual, and prepared	
A D U	5. demonstrates consistent integrity and honesty	
A D U	6. exhibits willingness to work diligently to achieve success	

Signature of person completing form

Signature of teacher candidate

ATTACHMENT B**Scoring Guide for Assessment*****Teacher Candidate Dispositions Assessment*****KSC Teacher Candidate Dispositions Assessment
RUBRIC****Professional Dispositions:**

Disposition	Unacceptable	Developing	Acceptable
1. exhibits clear and accurate communication skills (e.g., listening, writing, speaking).	Written work contains grammatical, mechanical and organizational errors; candidate does not participate in class; spoken language contains errors or excessive use of slang; candidate does not pay attention when others speak, interrupts, and/or indicates lack of listening skills	Candidate accepts feedback and seeks continuous improvement in this area.	Written communication is well organized with good mechanics, including grammar, spelling, and punctuation; candidate participates in class; spoken language is fluent and grammatically correct; candidate demonstrates active listening skills.
2. works cooperatively and collaboratively.	Candidate does not follow through on commitments in group projects; may dominate group or not participate well with others in the decision-making process; does not appear to value the contributions of others.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate demonstrates excellent interpersonal skills in the professional setting with multiple constituencies (e.g. colleagues, families, students, and supervisors); participates actively in group projects and follows through on commitments, sometimes going beyond the minimal expectations.
3. presents appropriate professional appearance/demeanor	Candidate does not dress appropriately for the professional role; candidate does not demonstrate appropriate professional behavior.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate is clean and neat and consistently dresses appropriately for the professional role; candidate's words and behaviors reflect respect for the professional setting.
4. exhibits enthusiasm and passion for students and the craft of teaching.	Candidate does not consistently demonstrate enthusiasm in interactions with students and in the teaching role.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate relates positively with students and demonstrates an appropriate level of motivation, enjoyment, and energy in interactions and in the teaching role.
5. demonstrates a commitment to lifelong learning and service to the community	Candidate completes the basics but does not take initiative to learn beyond the minimum or assist in additional ways.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate seeks out learning opportunities and is engaged in related professional experiences (e.g. attends conferences, volunteers for extra activities, studies new content areas, etc.).
6. demonstrates clear understanding of legal and moral obligations of the profession	Candidate is unaware of state and national laws and codes of ethics and their application in the professional setting.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate is aware of state and national laws and codes of ethics, and applies this knowledge as appropriate.

Personal Dispositions:

Disposition	Unacceptable	Developing	Acceptable
1. demonstrates understanding of and is open to diverse perspectives	Candidate has difficulty valuing a wide range of ideas, opinions, and diverse perspectives.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate is open to a wide range of ideas, opinions, and diverse perspectives, including those influenced by cultural background, age, ability, learning needs, etc.
2. demonstrates respect, empathy, and caring for others	Candidate does not demonstrate awareness of the needs of others.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate is sensitive to the needs of others and shows compassion for the human condition.
3. accepts responsibility for own actions	Candidate blames others and/or avoids taking responsibility for actions and events.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate deals directly with the consequences of actions and events.

Rubric continued

4. is present, punctual, and prepared	Candidate is late, misses appointments or events, or is unprepared to participate.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate attends all expected events, arrives on time and is ready to participate.
5. demonstrates consistent integrity and honesty	Candidate does not acknowledge sources of information, uses others' ideas without attribution, or misrepresents information.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate acknowledges all sources of information, does own work, and demonstrates integrity in all interactions (i.e. tells the truth.)
6. exhibits willingness to work diligently to achieve success	Candidate does the basic minimum required, does not use feedback to improve.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate has a positive work ethic, uses feedback to improve, and is willing to revise to achieve quality.

Data for Assessment 7: Dispositions
ATTACHMENT C
 2006-2007; 2007-2008

Number of Candidates Who Completed Assessment 7

2006-2007 Candidates, N=	6
2007-2008 Candidates, N=	8
Total Candidates	14

Assessment 7: Data Summary

For each component of the assessment, scores are reported by number of candidates and corresponding percentages.
 For each year an average is provided for each component.

Component of Assessment	Unacceptable (1)				Developing (2)				Acceptable (3)				Average	
	06-07		07-08		06-07		07-08		06-07		07-08		06-07	07-08
Professional Dispositions:														
1.) Exhibits clear and accurate communication skills (e.g., listening, writing, speaking)	0	0%	0	0%	1	17%	0	0%	5	83%	8	100%	2.83	3.00
2.) Works cooperatively and collaboratively	0	0%	0	0%	1	17%	2	25%	5	83%	6	75%	2.83	2.75
3.) Presents appropriate professional appearance/demeanor	0	0%	0	0%	0	0%	1	13%	6	100%	7	87%	3.00	2.88
4.) Exhibits enthusiasm and passion for students and teaching	0	0%	0	0%	0	0%	1	13%	6	100%	7	87%	3.00	2.88
5.) Is committed to lifelong learning and service to the community	0	0%	0	0%	0	0%	0	0%	6	100%	8	100%	3.00	3.00
6.) Demonstrates clear understanding of legal and moral obligations of the profession	0	0%	0	0%	2	34%	0	0%	4	66%	8	100%	2.67	3.00

Personal Dispositions:															
1.) Demonstrates understanding of and is open to diverse perspectives	0	0%	0	0%	0	0%	1	13%	6	100%	7	87%	3.00	2.88	
2.) Demonstrates respect, empathy, and caring for others	0	0%	0	0%	0	0%	1	13%	6	100%	7	87%	3.00	2.88	
3.) Accepts responsibility for own actions	0	0%	0	0%	0	0%	0	0%	6	100%	8	100%	3.00	3.00	
4.) Is present, punctual, and prepared	0	0%	0	0%	0	0%	1	13%	6	100%	7	87%	3.00	2.88	
5.) Demonstrates consistent integrity and honesty	0	0%	0	0%	0	0%	0	0%	6	100%	8	100%	3.00	3.00	
6.) Exhibits willingness to work diligently to achieve success	0	0%	0	0%	0	0%	0	0%	6	100%	8	100%	3.00	3.00	

Summary of Overall Assessment 7 Scores

A minimum overall score of 24 is a passing score for Assessment 7. Candidates can range from 0-36 points on their overall scores for the work sample. Overall scores are reported in the following ranges by percentage and number of candidates in each of the three categories.

Year	0-23		24-30		31-36	
	Needs Improvement (1)		Meets Expectations (2)		Exceeds Expectations (3)	
2006-2007	0	0%	0	0%	6	100%
2007-2008	0	0%	0	0%	8	100%
Total	0	0%	0	0%	14	100%