

Section IV – Assessment 6 - Narrative

Professional and Personal Dispositions

1. Description of assessment and its use in the program

This assessment addresses both personal and professional behaviors consistent with best practice and is designed to be used throughout the teacher preparation program. The items included in the assessment are grounded in the KSC conceptual framework, the Danielson framework, INTASC standards, as well as research based disposition assessments from around the country. It is completed by professional educators in close contact with teacher candidates and the teacher candidates themselves. The results are used for entry into the Teacher Education program, Methods, student teaching, and finally as part of the clinical experience assessments.

2. Description of how this assessment specifically aligns with the standards

The Keene State College Teacher Candidate Disposition Assessment (**Attachment A**) offers the opportunity for teacher candidates themselves and professional educators working with the teacher candidates to assess the dispositions associated with the behaviors of a professional educator. This assessment specifically addresses the “dispositions” portion of the standards that include pedagogical and professional knowledge, skills, and dispositions. The content standard knowledge required of teacher candidates, and ultimately, classroom teachers, is of utmost importance, but must be coupled with the teacher’s ability to foster content attainment. This is accomplished through the personal and professional behaviors found in this assessment. The expectation is that teacher candidates score within the Proficient range (3).

3. Analysis of data findings

This data was gathered in the spring of 2006 from the 13 student teachers in the Secondary Social Studies program at Keene State College. The data can be seen across dispositions and across teacher candidates from the perspective of the college supervisors (Part A) and the cooperating teachers (Part B).

In Part A of **Attachment B**, which is data from the college supervisors’ dispositional assessment of the teacher candidates, the range of scores across the dispositions (3.15-3.92) reflects a Proficient (3) score for each of the twelve personal and professional dispositions. While the range is small, it can be noted that the lowest average score per disposition was found in #2 in the professional dispositions (clear communication skills). The highest average score was found in #5 of the personal dispositions (integrity and honesty). The scores per teacher candidate had a greater range than by disposition (2.5-3.92). Only two teacher candidates’ scores fell below the Proficient range and one of those (#13) scores was hampered by two dispositions not being scored. Three teacher candidates had the highest scores (3.92), with only one disposition score below a 4 (Distinguished). None of the three teacher candidates had the one lower score in the same disposition.

Part B of **Attachment B** is data from the cooperating teachers’ dispositional assessment of the teacher candidates. The data is significantly impacted by the fact that three cooperating teachers did not return disposition assessment data on their student teacher. By disposition, the scores ranged from 2.95-3.45 with only one disposition falling in the high Basic range and

that was professional disposition #1 (clear understanding of legal and moral issues of the profession). The highest score per disposition was in personal disposition #3 (accepts responsibility for own actions). The range of scores per teacher candidate was much larger ranging from 2.0-4.0. Two teacher candidates were rated 4.0 (Distinguished). One teacher candidate's personal and professional dispositions were scored as a 2.0 by the cooperating teacher. She also received a score in the Basic range from the college supervisor.

4. Interpretation of how data provides evidence for meeting standards

This data reflects that almost all the KSC Secondary Social Studies teacher candidates scored in the Proficient range. The finding supports the necessity for teacher candidates to possess the dispositions necessary to meet the content challenges of the profession.

Dispositions are difficult to quantify, but this assessment is necessary, however, because teacher candidates during their student teaching experience too frequently have severe difficulties that are based on dispositional reasons. One of the student teachers who had a relatively low dispositional score (#13) from both her cooperating teacher and college supervisor was the one student teacher who had deficiencies with her skills and dispositions and that was reflected in her classroom practice. Fortunately, this teacher candidate's practice improved significantly as her student teaching experience neared the end.

While this disposition assessment was a pilot program developed solely for Social Studies teacher candidates, it has since been modified and ultimately adopted for the entire unit. A major improvement to the assessment was the creation of a much expanded rubric and a reordering of the dispositions (**See Attachment C**). It was also decided to have teacher candidates self assess these dispositions as well and will allow the teacher candidate much more ownership in the assessment process. This assessment will now be introduced much sooner in the teacher preparation program and earlier identification of problem area will be possible. Additionally, teacher candidates will have much more notice of areas of weakness and will be given guidance in those areas.

5. Attachments of assessment documentation

- A . Assessment tool & scoring guide
- B. Candidate data derived from assessment
- C. Revised assessment tool and rubric

Section IV – Assessment 6 – Attachment A
Keene State College
Teacher Candidate Dispositions Assessment

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

Point in Pre-Service Training: (please circle) 2nd year 3rd year 4th year

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

Relationship to the Teacher Candidate: (please circle)

College Supervisor
 Cooperating Teacher

Site Supervisor

Methods Instructor

Other Professional Educator (please describe) _____

The purpose of this assessment is to obtain a variety of professional evaluations of the dispositions of Keene State College Teacher Candidates at various points in their pre-service training. These dispositions are based on both the theoretical framework of KSC's pre-service program and research-based educational preparation literature. There are two general categories of dispositions—Professional and Personal.

- Key:** 1 – Unacceptable (does not demonstrate this disposition)
 2 – Basic (reasonably consistent demonstration of this disposition)
 3 – Proficient (consistent demonstration of this disposition)
 4 – Distinguished (consistent and exemplary demonstration of this disposition)
 N/O – Not able to observe/assess this disposition

The above-named Teacher Candidate. . .

Professional:

1. demonstrates clear understanding of legal and moral obligations of the profession	1	2	3	4	N/O
2. exhibits clear and accurate communication skills (e.g., listening, writing, speaking)	1	2	3	4	N/O
3. works cooperatively and collaboratively.	1	2	3	4	N/O
4. exhibits enthusiasm and passion for students and the craft of teaching	1	2	3	4	N/O
5. is committed to lifelong learning	1	2	3	4	N/O
6. is committed to service to the community	1	2	3	4	N/O

Personal:

1. demonstrates understanding and respect for diverse perspectives	1	2	3	4	N/O
2. demonstrates respect, empathy, and caring for others	1	2	3	4	N/O
3. accepts responsibility for own actions	1	2	3	4	N/O
4. practices consistent punctuality	1	2	3	4	N/O
5. demonstrates consistent integrity and honesty	1	2	3	4	N/O
6. exhibits willingness to work diligently to achieve success	1	2	3	4	N/O

Section IV
Assessment 6 - Attachment B
N = 13

Part A - Assessment Completed by College Supervisor

Teacher Candidate	Professional Dispositions						Personal Dispositions						ScoresPer Teacher Candidate
	1	2	3	4	5	6	1	2	3	4	5	6	
1	2	3	3	3	2	3	3	3	3	3	4	3	2.92
2	3	3	3	3	4	4	3	3	4	3	4	3	3.33
3	4	4	4	3	4	3	4	4	4	4	4	4	3.83
4	3	4	4	4	4	4	4	4	4	4	4	4	3.92
5	2	2	3	4	3	3	3	3	4	4	4	3	3.17
6	3	3	4	4	3	4	3	4	4	3	4	4	3.58
7	4	3	4	3	3	3	4	4	4	4	4	3	3.58
8	4	3	4	4	4	4	4	4	4	4	4	4	3.92
9	3	3	3	3	3	3	4	4	4	4	4	4	3.5
10	3	3	3	3	3	4	4	3	3	3	4	4	3.33
11	4	4	4	4	4	3	4	4	4	4	4	4	3.92
12	4	4	4	4	3	3	4	3	4	4	4	4	3.75
13	N/A	2	2	2	3	3	N/A	2	3	3	3	2	2.5
Scores per Disposition	3.25	3.15	3.46	3.38	3.31	3.38	3.67	3.46	3.46	3.31	3.92	3.54	

Scores per disposition:

Range: 3.15-3.92
 Median: 3.41
 Mean: 3.42

Scores per teacher candidate:

Range: 2.5-3.92
 Median: 3.55
 Mean: 3.48

Part B - Assessment Completed by Cooperating Teacher

Teacher Candidate	Professional Dispositions Items						Personal Dispositions Items						Scores per Teacher Candidate
	1	2	3	4	5	6	1	2	3	4	5	6	
1	2	3	3	3	3	3	3	3	3	3	3	3	2.92
2	3	3	3	3	3	4	3	3	3	3	3	3	3.08
3	4	4	4	4	4	4	4	4	4	4	4	4	4.0
4	3	4	4	4	3	4	4	4	4	3	3	4	3.67
5	2	3	3	2.5	3	N/A	2	2	4	3	3	3	2.77
6	4	4	4	4	4	3	4	4	4	4	4	4	3.92
7	3	2	3	2	2	2	3	3	2.5	3	3	2	2.54
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	--
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	--
10	2.5	4	N/A	3	N/A	4	3	3	4	4	4	4	3.15
11	4	4	4	4	4	4	4	4	4	4	4	4	4.0
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	--
13	2	2	2	2	2	2	2	2	2	2	2	2	2.0
Scores per Disposition	2.95	3.3	3.33	3.15	3.11	3.33	3.2	3.2	3.45	3.3	3.3	3.3	

Scores per disposition:

Range: 2.11-3.45
 Median: 3.32
 Mean: 3.24

Scores per teacher candidate:

Range: 2.0-4.0
 Median: 2.93
 Mean: 3.21

Section IV - Assessment 6 – Attachment C
Keene State College Teacher Candidate Disposition Assessment (Revised)

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

Program _____

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

Relationship to the Teacher Candidate: (please choose one)

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

The purpose of this assessment is to obtain a variety of professional evaluations of the behaviors of Keene State College Teacher Candidates at various points in their pre-service training. These dispositions are based on both the theoretical framework of KSC's pre-service program and research-based educational preparation literature. There are two general categories of dispositions—Professional and Personal.

Key: (see reverse for further explanation)

- 1 – Unacceptable (does not demonstrate this disposition)
- 2 – Developing (occasionally demonstrates this disposition)
- 3 – Acceptable (consistently demonstrates this disposition)
- N/O – Not able to observe this disposition

The above-named Teacher Candidate. . .

Professional:

1. exhibits clear and accurate communication skills (e.g., listening, writing, speaking).	1	2	3	N/O
2. works cooperatively and collaboratively.	1	2	3	N/O
3. presents appropriate professional appearance/demeanor	1	2	3	N/O
4. exhibits enthusiasm and passion for students and the craft of teaching.	1	2	3	N/O
5. is committed to lifelong learning and service to the community	1	2	3	N/O
6. demonstrates clear understanding of legal and moral obligations of the profession.	1	2	3	N/O

Personal:

1. demonstrates understanding and respect for diverse perspectives	1	2	3	N/O
2. demonstrates respect, empathy, and caring for others	1	2	3	N/O
3. accepts responsibility for own actions	1	2	3	N/O
4. is present, punctual, and prepared	1	2	3	N/O
5. demonstrates consistent integrity and honesty	1	2	3	N/O
6. exhibits willingness to work diligently to achieve success	1	2	3	N/O

DISPOSITIONS RUBRIC**Professional:**

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 work is free of grammatical, mechanical and organizational errors; 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. is committed 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:

Disposition	Unacceptable	Developing	Acceptable
1. demonstrates understanding and respect for 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.
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.