

Evaluation of **Dispositions** for Multiple Subject Teaching

The MSTEP assessment process ensures that teacher candidates have the dispositions that are required in the teaching profession. The MSTEP **Dispositions Assessment Tool** is a set of rubrics that indicate levels of performance for dispositions that are necessary to be an effective and skilled teacher. Students will be on a developmental continuum of these skills, but it is expected that teacher candidates are generally operating at a Level 2 during the program and reach a Level 2 for all dispositions by the end of the MSTEP Program. Evaluation using the Dispositions Assessment Tool can occur at any time there are serious concerns about a student's or candidate's dispositions, but it is expected to be used as specified below, with a formative evaluation at the mid-quarter and summative evaluation at the end-of-quarter. When there are areas of concern (Level 1 ratings), students or teacher candidates are expected to show advancement to Level 2 by the end of the term.

What are dispositions?

Traditionally, dispositions are defined as "inherent qualities of mind and character." In addition, they can refer to someone's inclinations or tendencies (e.g., a disposition towards social justice).

What are dispositions for teachers?

The *National Council for Accreditation of Teacher Education* (NCATE) sets standards that require students to demonstrate professional dispositions necessary to support the achievement of all children (see NCATE president's discussion: Wise, Arthur E., "Disposed to Teach? What Teachers Must Know and Be Able to Do).

Why are we assessing dispositions?

- NCATE requirement to measure "professional knowledge, skills, and dispositions necessary to help all students learn" (NCATE, 2002).
- CTC Teacher Performance Expectations: (12) Professional, Legal and Ethical Obligations and (13) Professional Growth.
- Research base: Teacher impact on student achievement: "Parents, teachers, educators and researchers agree that effective teaching happens when the teachers thoroughly know their subjects, have significant teaching skills and possess dispositions that foster growth and learning in students" (Wasiczko, 2002).
- Ethical and professional responsibility: Patterns that emerge in teacher preparation are likely to be present in classroom teaching. As an institution that recommends candidates for teaching credentials, it is our professional and ethical responsibility to use our best judgment and distinct observation to identify and evaluate the dispositions of students.

How and when are we assessing dispositions?

- *Pre-admission (EDUC 428 instructor and student)*
- *Post-admission Methods Block (Collaborative evaluation by the instructors of the methods courses)*
- *End of Clinical Practice II & III (university supervisor, classroom teacher and teacher candidate).*

At any point, an interim assessment for low level performance may be completed by anyone in the SOE or working with the MS Program, using a Disposition Check. On the form, the performance should be indicated (can be just one disposition) and evidence backing the rating should be provided.

What is the disposition assessment process?

- All students seeking to enter the MSTEP program will be evaluated using the Disposition Assessment form prior to admission through a Disposition Conference, and students will also self-evaluate. This information can affect admission to MSTEP, and will serve as a baseline for monitoring dispositional development.
- In Clinical Practice II and III, supervisors and cooperating teachers will evaluate teacher candidates' dispositions and candidates will self-evaluate. Throughout the program, teacher candidates are expected to meet the middle level indicator for each dispositional item, in order to graduate from the program.
- Interim dispositional assessments will only occur if a university teacher and/or staff, university supervisor or cooperating teacher believes there is a dispositional issue (i.e., the teacher candidate receives the lowest level on any one item) and teacher candidates will be notified by a Disposition Check. This notification may occur in person or via correspondence. The Coordinator will also receive notification of the Disposition Check. Teacher candidates may be removed from placements and/or the program at any time due to dispositional issues.

How can dispositions be improved?

- Additional classes (e.g., Multicultural Education) or consultation with the Counseling Center or support from Cal Poly's Writing Center.

Dispositions* Evaluation Tool for the MSTEP Program

Student/Candidate:		Evaluator:		Date:
Phase of Program	<i>Pre-Admission</i>	<i>Professional Quarter I (CP I)</i>	<i>Professional Quarter II (CP II)</i>	<i>Professional Quarter III (CP III)</i>

A. Attendance 3. Exemplary attendance. 2. Consistent attendance. 1. Inconsistent attendance.	B. Punctuality 3. Exemplary punctuality. 2. Consistent punctuality. 1. Inconsistent punctuality.	C. Work Habits 3. Work is on time and completed independently or with minimal guidance. 2. Work is on time. 1. Work is often late or timely completion of work requires extensive guidance.	D. Work Quality 3. Work is consistently well thought out and carefully prepared. 2. Work is sufficiently thought out and prepared. 1. Work is of poor quality and lacks organization and preparation.
E. Oral Expression 3. Demonstrates excellent abilities in expressing ideas and positively facilitates and supports classroom discourse. 2. Demonstrates ability to express ideas and positively support classroom discourse. 1. Frequently has difficulty with expressing ideas and/or rarely or infrequently supports classroom discourse.	F. Written Expression 3. Work is consistently well organized, clearly expresses ideas, and is free of grammatical errors. 2. Work is organized, clearly expressed, and contains few grammatical errors. 1. Work frequently lacks organization, clarity, and grammatical correctness.	G. Collaboration 3. Facilitates collaboration with others, ensuring collaborative efforts are successful. 2. Generally collaborates and/or will collaborate when asked. 1. Has difficulty collaborating and/or hinders group efforts. May excessively dominate or withdraw from collaborating.	H. Response to Critical Feedback 3. Actively solicits critical feedback and insights from others and acts on feedback from others. 2. Is receptive to critical feedback and adjusts performance accordingly. 1. Has difficulty accepting critical feedback and may be defensive or resistant.
I. Response to Multiple Perspectives 3. Incorporates multiple perspectives when making decisions. 2. Considers multiple perspectives. 1. Has difficulty considering perspectives that differ from one's own.	J. Self-Confidence in Professional Settings 3. Self-assured and poised. 2. Sufficiently confident and comfortable. 1. Often appears unsure, self-conscious, <u>or</u> is inappropriately self-assured.	K. Intellectual Independence 3. Exceeds expectations and demonstrates an ability to connect big ideas and take risks. 2. Meets expectations by doing what is asked, exhibiting some skill in conceptualizing and applying big ideas. 1. Does what is asked, but has difficulty conceptualizing and applying big ideas.	L. Promoting Social Justice 3. Consistently promotes social justice, equity and fairness by highlighting issues in curriculum and creating lessons with universal access for all. 2. Sometimes contributes to promotion of social justice, equity and fairness by highlighting issues in curriculum and/or sometimes creating lessons or opportunities for universal access for all. 1. Rarely promotes social justice, equity, and fairness through highlighting issues in curriculum and/or lessons do not allow for universal access for all.
Other:			

* Professional conduct is represented by at least a Level 2 rating in all categories of dispositions.