

**Dispositions Assessment
Executive Summary
Fall 2017; Spring 2018; Fall 2018; Spring 2019**

Faculty apply the Dispositions rubric between weeks 8 and 10 of each semester and at 3 strategic points in the candidate's program: The *Early Field Experience (EDEF 200)* & co-requisite *Introduction to Teaching as a Career; Block 1 Practicum* & co-requisite coursework (EDEE 402; EDEF 404; EDEE 406; EDML/EDSE 430; SPED 405), and *Student Teaching (EDEE/EDML/EDSE 490)*.

Assessment Scale: **0 = Cause for Concern 1 = No cause for Concern 2 = Exceptional**

1A. The teacher candidate is passionate about teaching and committed to the profession.

The teacher candidate's verbal and non-verbal communication demonstrates their enthusiasm and enjoyment for teaching and interacting with their students and/or colleagues.

Semester	N	Mean	Standard Deviation	# scoring 0	% scoring 0	# scoring 1	% scoring 1	# scoring 2	% scoring 2
Fall 2017	56	1.13	0.47	3*	5%	43	77%	10	18%
Spring 2018	84	1.04	0.29	2**	2%	77	92%	5	6%
Fall 2018	81	0.99	0.10	1***	1%	80	99%	0	0%
Spring 2019	67	1.24	0.46	1****	1%	49	73%	17	25%
Summary	288	1.10	0.33	7	2%	249	86%	32	11%

- *1 Teacher candidate in EDEF 200
- *1 Teacher candidate in EDEE 490
- *1 Teacher candidate in EDEE 406
- **1 Teacher candidate in EDEF 200
- **1 Teacher candidate in EDEE 490
- ***Teacher candidate in EDEF 200
- ****1 Teacher candidate in EDEE 406

1B. The teacher candidate is passionate about teaching and committed to the profession.

The teacher candidate shows a genuine interest in student or colleague's ideas.

Semester	N	Mean	Standard Deviation	# scoring 0	% scoring 0	# scoring 1	% scoring 1	# scoring 2	% scoring 2
Fall 2017	56	1.18	0.43	1*	2%	44	79%	11	2%
Spring 2018	84	1.06	0.24	0	0%	79	94%	5	6%
Fall 2018	81	1.00	0.14	1***	1%	79	98%	1	1%
Spring 2019	67	1.28	0.45	0	0%	48	72%	19	28%
Summary	288	1.13	0.32	2	1%	250	87%	36	13%

- *1 Teacher candidate in EDEE 406
- ***Teacher candidate in EDEF 200

1C. The teacher candidate is passionate about teaching and committed to the profession.

The teacher candidate extends learning beyond the four walls of the classroom and engages with the community to enhance learning.

Semester	N	Mean	Standard Deviation	# scoring 0	% scoring 0	# scoring 1	% scoring 1	# scoring 2	% scoring 2
Fall 2017	56	1	0.19	1*	2%	54	96%	1	2%
Spring 2018	84	1.02	0.22	1**	1%	80	95%	3	4%
Fall 2018	81	1.00	0.14	1***	1%	79	98%	1	1%
Spring 2019	67	1.13	0.47	3****	4%	53	81%	11	16%
Summary	288	1.04	0.26	6	2%	266	92%	16	6%

*1 Teacher candidate in EDEE 406

**1 Teacher candidate in EDEF 200

***Teacher candidate in EDEF 200

****1 Teacher candidate in EDEE 402, EDEF 404, and EDEE 406

1D. The teacher candidate is passionate about teaching and committed to the profession.

The teacher candidate participates in the broader school community by engaging in professional development and school activities.

Semester	N	Mean	Standard Deviation	# scoring 0	% scoring 0	# scoring 1	% scoring 1	# scoring 2	% scoring 2
Fall 2017	56	0.98	0.13	1*	2%	55	98%	0	0%
Spring 2018	84	1.01	0.24	2**	2%	79	94%	3	4%
Fall 2018	81	0.99	0.10	1***	1%	80	99%	0	0%
Spring 2019	67	1.18	0.45	2****	3%	51	76%	14	21%
Summary	288	1.04	0.23	6	2%	265	92%	17	6%

*1 Teacher candidate in EDEE 406

**1 Teacher candidate in EDEF 200

**1 Teacher candidate in EDEE 406

***Teacher candidate in EDEF 200

****1 Teacher candidate in EDEF 404 and EDEE 406

2A. The teacher candidate recognizes that teaching is political and teaches for social justice.

The teacher candidate acknowledges the complexity of the student's background when planning and implementing instruction.

Semester	N	Mean	Standard Deviation	# scoring 0	% scoring 0	# scoring 1	% scoring 1	# scoring 2	% scoring 2
Fall 2017	56	1.00	0.00	0	0%	56	100%	0	0%
Spring 2018	84	1.06	0.24	0	0%	79	94%	5	6%
Fall 2018	81	0.99	0.10	1***	1%	80	99%	0	0%
Spring 2019	67	1.19	0.50	3****	4%	48	72%	16	24%
Summary	288	1.06	0.21	4	1%	263	91%	21	7%

***Teacher candidate in EDEF 200

****1 Teacher candidate in EDEE 402, EDEF 404, and EDEE 406

2B. The teacher candidate recognizes that teaching is political and teaches for social justice.

The teacher candidate creates a diverse and inclusive classroom community.

Semester	N	Mean	Standard Deviation	# scoring 0	% scoring 0	# scoring 1	% scoring 1	# scoring 2	% scoring 2
Fall 2017	56	1.02	0.13	0	0%	55	98%	1	2%
Spring 2018	84	1.06	0.24	0	0%	79	94%	5	6%
Fall 2018	81	1.01	0.10	0	0%	80	99%	1	1%
Spring 2019	67	1.19	0.44	3****	4%	53	79%	11	16%
Summary	288	1.07	0.23	4	1%	267	93%	18	6%

****1 Teacher candidate in EDEE 402, EDEF 404, and EDEE 406

2C. The teacher candidate recognizes that teaching is political and teaches for social justice.

The teacher candidate makes curricular and teaching decisions, demonstrate awareness that pedagogical decisions reflect a particular cultural and political stance.

Semester	N	Mean	Standard Deviation	# scoring 0	% scoring 0	# scoring 1	% scoring 1	# scoring 2	% scoring 2
Fall 2017	56	0.98	0.23	2*	4%	53	95%	1	2%
Spring 2018	84	1.02	0.22	1**	1%	80	95%	3	4%
Fall 2018	81	1.00	0.00	0	0%	81	100%	0	0%
Spring 2019	67	1.22	0.51	3****	4%	46	69%	18	27%
Summary	288	1.06	0.24	4	1%	260	90%	22	8%

*1 Teacher candidate in EDEE 406

*1 Teacher candidate in EDEF 200

**1 Teacher candidate in EDEF 200

****1 Teacher candidate in EDEE 402, EDEF 404, and EDEE 406

3A. The teacher candidate is reflective and inquiry- driven to create a safe, inclusive and dynamic learning environment.

The teacher candidate can form critical questions that encourage investigation into their own teaching and learning practice.

Semester	N	Mean	Standard Deviation	# scoring 0	% scoring 0	# scoring 1	% scoring 1	# scoring 2	% scoring 2
Fall 2017	56	1.09	0.29	0	0%	51	91%	5	9%
Spring 2018	84	1.04	0.33	3**	4%	75	89%	6	7%
Fall 2018	81	0.99	0.10	1***	1%	80	99%	0	0%
Spring 2019	67	1.22	0.51	3****	4%	46	69%	18	27%
Summary	288	1.09	0.31	4	1%	252	88%	29	1%

**1 Teacher candidate in EDEF 200

**2 Teacher candidate in EDEE 492

***1 Teacher candidate in EDEF 200

****1 Teacher candidate in EDEE 402, EDEF 404, and EDEE 406

3B. The teacher candidate is reflective and inquiry- driven to create a safe, inclusive and dynamic learning environment.

The teacher candidate engages in an ongoing process of investigating and assessing their teaching effectiveness and impact on student learning.

Semester	N	Mean	Standard Deviation	# scoring 0	% scoring 0	# scoring 1	% scoring 1	# scoring 2	% scoring 2
Fall 2017	56	1.00	0.19	1*	2%	54	96%	1	2%
Spring 2018	84	1.02	0.22	1**	1%	80	95%	3	4%
Fall 2018	81	1.00	0.14	1***	1%	79	98%	1	1%
Spring 2019	67	1.21	0.50	3****	4%	47	70%	17	25%
Summary	288	1.06	0.26	4	1%	260	90%	22	8%

*1 Teacher candidate in EDEF 200

**1 Teacher candidate in EDEF 200

***Teacher candidate in EDEF 200

****1 Teacher candidate in EDEE 402, EDEF 404, and EDEE 406

3C. The teacher candidate is reflective and inquiry- driven to create a safe, inclusive and dynamic learning environment.

The teacher candidate exhibits a curiosity toward teaching and learning in community.

Semester	N	Mean	Standard Deviation	# scoring 0	% scoring 0	# scoring 1	% scoring 1	# scoring 2	% scoring 2
Fall 2017	56	1.02	0.23	1*	2%	53	95%	2	4%
Spring 2018	84	1.02	0.27	2**	2%	78	93%	4	5%
Fall 2018	81	0.99	0.10	1***	1%	80	99%	0	0%
Spring 2019	67	1.19	0.47	2****	3%	50	75%	15	22%
Summary	288	1.06	0.27	4	1%	261	91%	21	7%

*1 Teacher candidate in EDEF 200

**1 Teacher candidate in EDEF 200

**1 Teacher candidate in EDEE 492
***1 Teacher candidate in EDEF 200
****1 Teacher candidate in EDEE 404 and EDEE406

4A. The teacher candidate strives toward pedagogical and content expertise.

The teacher candidate focuses on implementing engaging teaching and learning strategies that include conversations, experiential, and authentic learning experiences.

Semester	N	Mean	Standard Deviation	# scoring 0	% scoring 0	# scoring 1	% scoring 1	# scoring 2	% scoring 2
Fall 2017	56	1.00	0.00	0	0%	56	1%	0	0%
Spring 2018	84	1.06	0.24	0	0%	79	94%	5	6%
Fall 2018	81	0.99	0.10	1***	1%	80	99%	0	0%
Spring 2019	67	1.15	0.47	3****	4%	51	76%	13	19%
Summary	288	1.05	0.20	4	1%	266	92%	18	6%

***1 Teacher candidate in EDEF 200

****1 Teacher candidate in EDEF 402, EDEF 404, and EDEF 406

4B. The teacher candidate strives toward pedagogical and content expertise.

The teacher candidate's approach to learning demonstrates a commitment to establishing content expertise.

Semester	N	Mean	Standard Deviation	# scoring 0	% scoring 0	# scoring 1	% scoring 1	# scoring 2	% scoring 2
Fall 2017	56	0.98	0.23	2*	4%	53	95%	1	2%
Spring 2018	84	1.06	0.32	2**	2%	75	89%	7	8%
Fall 2018	81	0.99	0.10	1***	1%	80	99%	0	0%
Spring 2019	67	1.13	0.45	3****	4%	52	78%	12	18%
Summary	288	1.04	0.28	4	1%	260	90%	20	7%

*2 Teacher candidates in EDEF 200

**2 Teacher candidates in EDEF 406

***1 Teacher candidate in EDEF 200

****1 Teacher candidate in EDEF 402, EDEF 404, and EDEF 406

4C. The teacher candidate strives toward pedagogical and content expertise.

The teacher candidate demonstrates the desire to bridge theory to practice to strive toward pedagogical expertise.

Semester	N	Mean	Standard Deviation	# scoring 0	% scoring 0	# scoring 1	% scoring 1	# scoring 2	% scoring 2
Fall 2017	56	1.00	0.19	1*	2%	54	96%	1	2%
Spring 2018	84	1.02	0.22	1**	1%	80	95%	3	4%
Fall 2018	81	0.99	0.10	1***	1%	80	99%	0	0%
Spring 2019	67	1.12	0.44	3****	4%	53	79%	11	16%
Summary	288	1.03	0.24	4	1%	267	93%	15	5%

*1 Teacher candidate in EDEF 200

**1 Teacher candidate in EDEF 200

***Teacher candidate in EDEF 200

***1 Teacher candidate in EDEE 402, EDEF 404, and EDEE 406