Appendix 1.1.7: Overview of Disposition Traits Assessment

Introduction:

As educators, candidates are to demonstrate professional and intellectual attributes, and leadership indicative of the dispositions that contribute to the learning and development of all learners in Birth - 12 classrooms. Dispositions refer to “…the habits of professional action and moral commitments that underlie an educator’s performance [InTASC Model Core Teaching Standards, p. 6]” (CAEP Accreditation Handbook, 2016). Assessing candidates’ dispositions within an educator preparation program implies that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but also positive attitudes about multiple dimensions of the profession. In 2017, the MSU EPP revised the Disposition Traits evaluator rubric to determine the levels of behaviors required of our candidates, and the Disposition Traits self-assessment to provide more valid and actionable data. The evaluator rubric and candidate self-assessment form reflect these revisions.

Purpose:

The Disposition Traits assessment consists of multiple administrations of a candidate self-assessment and an evaluator assessment. The purpose of the self-assessment is to make candidates aware of important dispositions possessed by educators, to help candidates identify goals for development, and to provide useful information to MSU EPP programs about candidates’ confidence in performing disposition-oriented actions. The purpose of the evaluator assessment is to assess the professional dispositions of our candidates.

Administration:

1) Initial programs:
   a. Teacher candidates complete a self-assessment prior to admission to Teacher Education, and again during student teaching.
   b. Faculty and supervisor evaluators complete an assessment during methods courses (midpoint of the program) and student teaching.

2) Advanced programs:
   a. Candidates complete a self-assessment soon after admission to a program and immediately prior to program completion.
   b. Faculty complete an assessment in a midpoint course and immediately prior to program completion.
Alignment:

CAEP: 1.4; 3.3

Missouri Teacher Standards (MTS): 1.5; 2.1; 2.4; 2.5; 2.6; 3.2; 3.3; 4.1; 4.2; 5.2; 5.3; 6.2; 6.3; 6.4; 7.2; 8.1; 8.2; 8.3; 9.1; 9.2; 9.3

InTASC: 2; 3; 5; 6; 8; 9; 10

Candidate Self-Assessment Description:
The Self-Assessment form delineates 28 disposition-oriented actions in three categories—leadership, professionalism, and teaching and learning. For each disposition, candidates may choose from three options:

a. You feel comfortable with the behavior and practice the behavior.
b. You feel there is room for development of the disposition.
c. You have not had the opportunity to engage the behavior.

Candidates receive a completion grade for the self-assessment.

Candidate Self-Assessment Form:

Instructions provided to candidates:

You will be asked to complete this questionnaire at the beginning and at the end of your program. It includes several different behaviors in three categories: leadership, professionalism, and teaching & learning. Please respond as thoughtfully and as honestly as possible. There are no “right or wrong answers” and you will not be graded based on your responses. Mark the option that closely describes how you feel:

d. You feel comfortable with the behavior and practice the behavior.
e. You feel there is room for development of the disposition.
f. You have not had the opportunity to engage the behavior.
Questionnaire:

Leadership Dispositions
1. I voluntarily participate in school-based and community-based professional activities.
2. I collaborate effectively with others during group assignments.
3. I have high expectations of myself.
4. I address students’ social and emotional needs when setting up the classroom environment and interacting with such needs.
5. I include appropriate multicultural content in my classroom environment and activities.
6. I present accurate information about diverse culture, correcting student’s misconceptions, and avoiding stereotypes.
7. I am comfortable working with peers from diverse cultural backgrounds.
8. I am comfortable working with students and parents from diverse cultural backgrounds.
9. I am aware of how my background shapes my cultural identity.
10. I value different cultural points of view.

Professionalism Dispositions
11. I follow the policies and procedures of the setting where I am working.
12. I meet paperwork and coursework deadlines.
13. I use appropriate professional language in oral and written communication.
14. I act and speak professionally as a representative of MSU.
15. I dress appropriately for the setting where I am working.
16. I arrive promptly for commitments and turn in assignments on time.
17. I avoid pushing my viewpoints onto others that are outside the scope of professional practice.
18. I maintain confidentiality and demonstrate respect for the principle of informed consent.
19. I can describe the concept of plagiarism and I do not engage the behavior.

Teaching & Learning Dispositions
20. I actively seek resources related to my work, beyond what instructors or supervisors provide.
21. I actively seek and make use of knowledge from other disciplines.
22. I use the feedback I receive from others to improve my performance.
23. I attend workshops and conferences to further my professional development.
24. I actively reflect on and critique my own performance.
25. I actively identify my strengths and areas for professional growth.
26. I listen and respond to feedback without becoming defensive.
27. I use observations of student’s behavior, language, and performance to guide my teaching decisions.
28. I use information from professional literature and other resources to broaden my knowledge and improve my practice.

Evaluator Assessment Description:

The rubric delineates 15 dispositions in three categories—leadership, professionalism, and teaching and learning. Descriptors are provided for each of the 15 dispositions. For each disposition, there are four levels of performance—Unacceptable, Developing, Proficient, and Exemplary. The additional option “Cannot tell” is noted when the supervisor is not able to observe the behavior. The descriptions for the four performance levels offer measurable behaviors and examples but do not list every possible behavior. Further, candidates need not demonstrate all behaviors identified in a level of performance to be rated at that level. The four levels are:

- **Unacceptable**: The observed behaviors do not reflect positive professional dispositions and do not support student learning and development.
- **Developing**: The observed behaviors reflect positive professional dispositions and support student learning and development, but there is considerable room for improvement.
- **Proficient**: The observed behaviors reflect positive professional dispositions and support student learning and development.
- **Exemplary**: The observed behaviors go beyond the expectations of the supervisor and reflect extraordinary professional dispositions and support student learning and development.

The performance levels in the rubric are designed to provide supervisors with an instrument to document candidates’ position, progress, and behaviors that are of concern (red flag). The “**Unacceptable**” option should only be used when a potential problem behavior is observed. Every time this level is selected, action will be taken, and the observable behavior will be recorded in the candidates’ file. This action will result in a dispositional report. Similarly, the fourth level ‘**Exemplary**’ should be used sparingly and only in cases where candidates are truly displaying an outstanding performance.
### Evaluator Assessment Rubric:

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<thead>
<tr>
<th>TRAIT &amp; DEFINITION</th>
<th>UNACCEPTABLE</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>EXEMPLARY</th>
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<tbody>
<tr>
<td><strong>Leadership</strong></td>
<td>Shows no interest in participating in or building a sense of community within the school setting.</td>
<td>Recognizes the importance of building a sense of community. Participates as a school community member when prompted.</td>
<td>Builds a sense of community within learning environments. Voluntarily engages as a productive school community member.</td>
<td>Employs facilitation skills to actively build a sense of community within learning environment with the goal of working toward excellence. Creates trust among colleagues or peers. Builds sense of ownership and promotes leading actions that support student learning and teaching.</td>
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<td><strong>Collaboration</strong></td>
<td>Does not work willingly with others. Does not work effectively with others. Does not allow others to express ideas. Discourages or undermines the work of others.</td>
<td>Participates appropriately in groups working on cooperative assignments. Supports participation and success for all and is responsive to constructive feedback.</td>
<td>Contributes to groups working on cooperative assignments. Demonstrates commitment to team success. Encourages and supports participation.</td>
<td>Contributes to positive group functioning when working with colleagues or peers. Initiates opportunities to collaborate. Encourages and supports participation and success for all, and provides constructive feedback to others.</td>
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<td><strong>Confidence</strong></td>
<td>Displays a pessimistic attitude about self, others, or future. Exhibits low concern levels of self-esteem. Holds unrealistic</td>
<td>Displays a neutral attitude about self, others, or future. Holds modest expectations of himor herself and the teaching profession.</td>
<td>Displays a positive attitude about self, others, and the future. Is self-assured. Has high expectations of her or</td>
<td>Displays an optimistic, productive attitude about self, others, and the future. Is self-reliant. Encourages others to meet high expectations of themselves and the teaching</td>
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- **Leadership Traits**
  - Candidates lead teamwork efforts among peers to promote professional development and improvement of the educational services.
  - MTS: 5.3, 9.1
- **Collaboration Traits**
  - Candidates practice the skills of collaboration in their professional interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers and those in the wider community.
  - MTS: 5.3, 9.2, 9.3
- **Confidence Traits**
  - Candidates demonstrate self-assurance due to their
abilities to teach and their self-perception.
☐ Cannot tell

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<th>Social justice and equity</th>
<th>Professionalism</th>
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<td>Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals. MTS: 1.5, 2.1, 2.4, 2.5, 2.6, 3.2, 3.3, 6.2</td>
<td>Professional responsibility</td>
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<tr>
<td>Refuses to include those often excluded. Shows bias against certain students or categories of students and colleagues. Behaves in a manner that is discriminatory, intolerant, or close-minded. Resists working with some groups or individuals, makes derogatory remarks, or rejects views based on factors such as gender, exceptionalities, race, culture, religion, or socioeconomic background. Selects materials, designs activities, or interacts in ways that promote stereotypes or devalues others.</td>
<td>Does not appear reluctant to include those often excluded. Recognizes the value of differences. Demonstrates respect to classmates in discussions and during class activities. Occasionally, demonstrates understanding of diversity (race, gender, culture, exceptionalities) in written work and other expressions and, when needed, revises according to feedback. Selects materials, designs activities where diversity is mentioned, but it is not critically analyzed. Demonstrates improvements based on constructive feedback.</td>
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<td><strong>Professional communication</strong></td>
<td><strong>Candidates take an active role in building professional responsibilities such as initiative, meeting deadlines, and organizing required paperwork for clearance purposes, academic advising sessions, or other administrative tasks.</strong> MTS: 5.2</td>
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<td><strong>MTS: 5.2</strong></td>
<td><strong>Cannot tell</strong></td>
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<td><strong>Professional presentation</strong></td>
<td><strong>Candidates act appropriately in</strong></td>
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<td><strong>Candidates demonstrate communication skills including listening, speaking, reading, and writing when transmitting knowledge and values.</strong> MTS: 6.3, 6.4</td>
<td><strong>Written, oral, or non-verbal communication is inappropriate for educational settings or the intended audience. Fails to use active listening.</strong></td>
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<td><strong>Educational settings through their behavior, attitude toward education, and appearance.</strong></td>
<td><strong>Presentation is occasionally distracting.</strong></td>
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<td><strong>Professional relationships</strong></td>
<td>His or her language, topics, or behaviors are inappropriate for school settings. Does not consider the effect of his or her decisions on others. Confuses formal and informal situations. Is overly sarcastic. Uses an inappropriate sense of humor in professional settings.</td>
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<td><strong>Ethical behavior</strong></td>
<td>Displays negative attitude towards teaching and/or students; for example, being inconsiderate or unjust. Demonstrates a pattern of unprofessional ethical behavior such as violation of confidentiality, academic dishonesty (e.g., plagiarism, cheating), or imposition of personal, religious, or political views upon others. Displays underhanded manipulating tactics like coercion and intimidation.</td>
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<tr>
<td><strong>Cannot tell</strong></td>
<td><strong>Cannot tell</strong></td>
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Candidates demonstrate appropriate professional etiquette in their relationships with other members of the educational community. Candidates act with full effort to show the highest ethical standards. MTS:8.3
<table>
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<th>Trait &amp; Definition</th>
<th>Unacceptable</th>
<th>Developing</th>
<th>Proficient</th>
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<td><strong>Problem solving</strong></td>
<td>Does not address problems or seek solutions.</td>
<td>When presented with a problem or difficulty, she or he requests assistance before attempting to solve it on his or her own. Asks effective and ineffective questions to work toward achieving goals or solving dilemmas.</td>
<td>When presented with a problem or difficulty, she or he seeks solutions. Asks questions and takes action to achieve goals or solve dilemmas. May anticipate needs and assists others in obtaining resources.</td>
<td>Candidate proactively identifies potential problems and a range of solutions that are applied appropriately. Consistently asks questions and takes action to achieve goals or solve dilemmas. Consistently anticipates needs and assists others in obtaining resources.</td>
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<td><strong>Critical thinking</strong></td>
<td>Does not gather, analyze, or use data to make informed decisions.</td>
<td>Displays emerging signs of intellectual curiosity. Is capable of seeking information to make decisions about the practice. Explores issues from more than his or her own perspective.</td>
<td>Analyzes professional contexts by appropriately seeking information to make decisions about practice and responds to constructive feedback. Seeks a variety of perspectives in exploring issues.</td>
<td>Consistently analyzes professional contexts, by: a) seeking information from a variety of sources to analyze student needs, and; b) planning and implementing appropriate decisions about professional practice. Consistently seeks a variety of perspectives in exploring issues.</td>
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<td><strong>Reflective teaching and learning</strong></td>
<td>Fails to see the need for positive change. Appears blatantly inattentive in class. Reacts poorly to constructive feedback. Displays a pattern of offering excuses for negative results to students,</td>
<td>Evaluates at a basic level his or her own professional practice or performance (e.g., interactions, written work, assessments) and the impact on student success. He or she is open to learning about a wide range</td>
<td>Shows understanding of the relevant teaching/learning standards while being responsive to feedback. Evaluates own professional performance and the impact on student success. Generates ideas for potential improvements.</td>
<td>Guides her or his practice based on the relevant teaching/learning standards. Critically evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success. Consistently generates ideas for potential improvements or revisions and applies them to future</td>
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<td>Impact it has on student success.</td>
<td>MTS: 8.1</td>
<td>Cannot tell</td>
<td>Parent, colleagues, or supervisors. Blames others.</td>
<td>Of topics and accepts constructive feedback.</td>
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<td><strong>Life-long learning</strong></td>
<td></td>
<td>Cannot tell</td>
<td>Does not demonstrate intellectual engagement with material or others (e.g., peers, instructors, students). He or she is not familiar with the required material. Has no interest in taking advantage of learning opportunities.</td>
<td>Verbal and written contributions demonstrate basic knowledge of the material and displays an interest in the peers, instructors, or students who are working on the task. Argues point of view in terms of personal experience or hearsay rather than understanding of theory, research, or databased evidence.</td>
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