Note: Disposition scores represent data from the Spring 2021, Fall 2021, and Spring 2022 semesters.

**Dispositions Assessment 2021-2022**

**Part I. Introduction**

**Purpose:** The purpose of the Disposition Assessment is to evaluate and monitor students’ dispositions throughout the Teacher Education program. Nine dispositions based on InTASC standards are included in the current assessment: integrity, commitment to teaching, responsibility, flexibility, professionalism, teaching ability (evaluated when a student reaches professional status), stress management, academic ability, and communication.

**Administration:** The Disposition Assessment is completed for each student by instructors and supervisors at various times throughout the Teacher Education program: before applying for conditional status when enrolled in EDU 230 (pre-matriculation), when applying for professional status, during EDU 381 and EDU 382 (Teacher Assistant Practicum), and at the end of student teaching. Instructors and supervisors may also complete Disposition Assessments at any time during the program for students with whom they have concerns. Additionally, each student completes Disposition Assessments on him/herself throughout the program: EDU 230, EDU 382, and during student teaching. Student responses are used for student self-reflection and not for the purpose of analysis.

**Minimum level of proficiency:** Each student is expected to receive consistent ratings in Developing (3 points), Meets (4 points) and Exceeds Expectations (5 points) in all disposition categories in order to continue through the teacher education program. Starting in the fall 2019 semester the following dispositions will be considered essential: Integrity, Professionalism, and Responsibility. Ratings below Meets Expectations in these three areas will lead to remediation and may require a Disposition Development Plan even if other dispositions fall within the Meets and Exceeds Expectations range. Disposition ratings are reviewed by the Teacher Education Division at conditional status, professional status, and each semester following students’ entry into the program.

**Part II. Data and Summary** (Figure 1.)

Although candidates receive an overall score on the Disposition Assessment, the distribution of scores per disposition show candidates’ areas of strength and growth. Based on the data from the three semesters (Spring 2021, Fall 2021, Spring 2022), candidates score highest in Integrity and Professionalism (4.97). Furthermore, several programs earned the top score, Exceeds Expectations (5). (Figure 1.) The lowest overall score (4.32) was in Academic Ability, although a score of four indicates that a candidate meets expectations. Candidates in the Learning Disabilities program (n=8) earned the highest scores overall. Candidates in the Music program did not meet expectations in Stress Management. Since the number of candidates was low, drawing a conclusion that candidates in the Music Program are not able to manage stress is premature. However, scores will continue to be monitored each semester for trends.