**Candidate:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Program Admittance \_\_\_** | **Methods \_\_\_** | **Student Teaching \_\_\_** | **Other \_\_** |

**Name of person completing this form: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Purpose of Assessment**

The Ohio Wesleyan University Department of Education expects its candidates to demonstrate the professional attitudes, values, and beliefs reflective of excellent teachers, as stated in Theme Three of the OWU Department of Education Conceptual Framework: Character and Professionalism. Likewise, the Ohio Department of Higher Education, State Board of Education, and Council for the Accreditation of Educator Preparation (CAEP) requires educators to behave in ways that positively represent the teaching profession.[[1]](#footnote-1) (Local, state, and national standards addressed by this assessment are listed on the final page.) Therefore, the OWU Department of Education has prepared this dispositional assessment of its education students (“candidates”).

**Dispositions are not simply values and attitudes, but *the ways in which those are habitually demonstrated*.[[2]](#footnote-2) It is these outwardly expressed behaviors (e.g., verbal and non-verbal communication, actions, demeanor), their demonstration through teaching, and their impact on student outcomes that are assessed here.**

This assessment is completed at a minimum\* of three points.

GATEWAY I: Admittance to Licensure Program

* Completed by candidate as a self-assessment; **must include comments/examples**

GATEWAY II: End of Field Placements

* Completed by cooperating teachers and methods professors
* Completed by candidate as a self-assessment; **must include comments/examples**
* **One or more** “Partially meets expectations” or below requires a meeting of relevant persons (e.g., candidate, program chair, advisor) to discuss the viability of the candidate’s continuation in the education department, and a written action plan for improvement.

GATEWAY III: End of Student Teaching

* Completed by cooperating teachers and university supervisors
* Completed by candidate as a self-assessment; **must include comments/examples**
* **Three or more**“Partially meets expectations” *or* **one or more**"Falls short of expectations" requires a meeting of relevant persons (e.g., candidate, professor, program chair, advisor, cooperating teacher) to discuss the viability of the candidate’s continuation in student teaching, eligibility for licensure, and/or a written action plan for improvement.

\*A professor, supervisor, or advisor may complete the dispositional assessment at other times as well, and/or ask the candidate to complete it as a self-assessment.

**Dispositions are not simply values and attitudes, but *the ways in which those are habitually demonstrated*. It is these outwardly expressed behaviors (i.e., verbal and non-verbal communication, actions, demeanor) that are assessed here.**

Please complete this form based on your experience with the candidate over the course of the semester. Please note that the examples are intended to clarify the dispositions. They are neither comprehensive nor prescriptive: criteria are not limited to the following examples, and not all examples will apply to all students.

|  |  |  |
| --- | --- | --- |
| **1. Candidate communicates clearly, effectively, and positively** (OWU 7; OSTP 6.1) | | |
| 3  Meets All Expectations  *(Expected Professional Behaviors)* | 2  Partially Meets Expectations  *(Baseline/Beginning Professional Behaviors)* | 1  Falls Short of Expectations  *(Unprofessional Behaviors)* |
| Verbal and non-verbal communication conveys respect, confidence, and enthusiasm – smiles, makes eye contact, speaks clearly, offers ideas & information as appropriate | Verbal and non-verbal communication conveys a basic degree of respect and engagement – smiles, makes eye contact, speaks clearly | Verbal and non-verbal communication conveys disrespect and a lack of confidence and enthusiasm – slouches, doesn’t make eye contact, mumbles |
| Written communication is respectful, clear, and reflects the appropriate level of formality for the situation; uses a greeting, closing, and proper spelling & punctuation | Written communication conveys a basic degree of respect and clarity, and reflects the appropriate level of formality for the situation; typically uses a greeting, closing, and proper spelling & punctuation | Written communication is disrespectful, unclear, or too casual for the situation; does not include a greeting or closing, uses “text” language |
| Communicates directly, honestly, and fairly without prompting; expresses concerns constructively | Communicates directly, honestly, and fairly when prompted or invited; may have trouble expressing concerns productively | Gossips, complains frequently; complains about school problems, staff, or students in unacceptable forums |
| Comments/Examples: | | |
| **2. Candidate works well with peers, cooperating teachers/school staff, and OWU faculty/staff** (OWU 7; OSTP 6.3; CAEP 1; InTASC 10) | | |
| 3  Meets All Expectations  *(Expected Professional Behaviors)* | 2  Partially Meets Expectations  *(Baseline/Beginning Professional Behaviors)* | 1  Falls Short of Expectations  *(Unprofessional Behaviors)* |
| Works well with others; seeks out opportunities to collaborate with peers, cooperating teachers and other school personnel, and OWU faculty/staff as appropriate; others are willing and eager to work with candidate | No overt difficulty working with others; does not seek out opportunities to collaborate beyond requirements | Has difficulty working with others; others are unwilling and unenthusiastic about working with candidate |
| Demonstrates initiative routinely; recognizes ways to participate that are helpful and productive | Demonstrates limited initiative; has difficulty identifying how to be helpful and productive | Does not demonstrate initiative; routinely needs to be asked to participate, or oversteps professional boundaries |
| Proactive and respectful in addressing and responding to problems | Respectful in addressing and responding to problems | Passive, disrespectful, and/or defensive in addressing or responding to problems |
| Focus is routinely on others’ needs, convenience, and best interests (e.g., plans lessons based on students’ interests & needs, and cooperating teacher’s guidance) | Focus is sometimes on others’ needs, convenience, and best interests; may not intentionally consider students’ or teacher’s needs, convenience, and best interests | Focus is routinely on own needs, convenience, and best interests (e.g., schedules make-ups for field placement around own schedule rather than cooperating teacher & students’ schedule) |
| Comments/Examples: | | |
| **3. Candidate follows State, School, and other relevant standards for ethical conduct** (OWU 6, 9; OSTP 7.1) | | |
| 3  Meets All Expectations  *(Expected Professional Behaviors)* | 2  Partially Meets Expectations  *(Baseline/Beginning Professional Behaviors)* | 1  Falls Short of Expectations  *(Unprofessional Behaviors)* |
| Candidate is familiar with and adheres to code of ethical conduct for his/her licensure area | Candidate may not be familiar with code of ethical conduct for licensure area, but adheres to generally accepted standards for ethics | Candidate is not familiar with and does not adhere to code of ethical conduct for his/her licensure area |
| Candidate addresses ethical concerns through appropriate channels | Candidate addresses ethical concerns through appropriate channels with guidance | Candidate ignores ethical concerns |
| Candidate always maintains PreK-12 students’ confidentiality; is thoughtful and careful when sharing private information in appropriate contexts | Candidate mostly maintains PreK-12 students’ confidentiality; may be too casual with some non-private information | Candidate violates PreK-12 students’ confidentiality; shares private information casually |
| Comments/Examples: | | |
| **4. Candidate demonstrates commitment to learning and professional growth** (OWU 10; OSTP 7.2; CAEP 1; InTASC 10) | | |
| 3  Meets All Expectations  *(Expected Professional Behaviors)* | 2  Partially Meets Expectations  *(Baseline/Beginning Professional Behaviors)* | 1  Falls Short of Expectations  *(Unprofessional Behaviors)* |
| Attends class/field placements with zero unexcused absences; arrives on time (in the classroom ready to work at start time); keeps appointments; may volunteer beyond requirements | Attends class/field placements with zero unexcused absences; arrives on time; may rarely arrive late; notifies professor/cooperating teacher of absences/tardies | Misses class; arrives late; leaves early; doesn’t notify professor/cooperating teacher of absences/tardies or does so at the last minute |
| Assignments and lesson plans are completed by due date; attends to tasks and responsibilities without prompting | Assignments and lesson plans are completed by due date; requires infrequent prompting | Assignments and lesson plans are late; fails to attend to tasks and responsibilities, or requires repeated prompting |
| Contributes in class and meetings with cooperating teachers/school personnel regularly with meaningful questions and comments; listens carefully and actively | Sometimes contributes in class or in meetings with cooperating teachers/school personnel; may be a passive observer | Does not contribute in class or meetings with cooperating teachers/school personnel, or questions and comments are extraneous/distracting, or is disrespectful when others are speaking |
| Candidate’s appearance is neat, professional, and appropriate for the circumstances | Candidate’s appearance is typically neat, professional, and appropriate for the circumstances; may need a reminder | Candidate’s appearance is disheveled, unprofessional, or inappropriate for the circumstances (e.g., too casual) |
| Open to and seeks out new methods and ideas; conveys enthusiasm about being in class and field placement | Open to new methods and ideas | Apathetic towards or disdainful of new methods and ideas; class or field placement is treated as a burden or “something to get though” |
| Thoughtfully, intentionally, and routinely applies principles and strategies learned in coursework to field experiences | Attempts to apply principles and strategies learned in coursework to field experiences | Does not apply what is learned in coursework to field experiences |
| Comments/Examples: | | |
| **5. Candidate uses constructive feedback and self-reflection to grow and improve** (OWU 10; OSTP 7.2; CAEP 1; InTASC 9; 10) | | |
| 3  Meets All Expectations  *(Expected Professional Behaviors)* | 2  Partially Meets Expectations  *(Baseline/Beginning Professional Behaviors)* | 1  Falls Short of Expectations  *(Unprofessional Behaviors)* |
| Welcomes and seeks out constructive feedback with an open mind; asks questions; puts effort toward improvement and growth | Receptive to constructive feedback | Closed to constructive feedback; defends/justifies behavior, choices, work, etc. |
| Thoughtfully, intentionally, and reflectively changes behavior, written work, etc., in response to feedback | Changes behavior, written work, etc., with some reflection in response to feedback | Does not change in response to feedback, or reverts back to old patterns |
| Comments/Examples: | | |
| **6. Candidate seeks opportunities to learn about and positively impact teaching quality, school improvements, and student achievement** (OWU 8, 9; OSTP 1.3, 7.3; CAEP 1; InTASC 9, 10) | | |
| 3  Meets All Expectations  *(Expected Professional Behaviors)* | 2  Partially Meets Expectations  *(Baseline/Beginning Professional Behaviors)* | 1  Falls Short of Expectations  *(Unprofessional Behaviors)* |
| Candidate observes carefully and asks thoughtful, relevant questions of field supervisor/cooperating teacher | Candidate observes, and asks some relevant questions of field supervisor/cooperating teacher | Candidate watches passively and does not ask questions of field supervisor/cooperating teacher |
| Candidate attends to the needs of all learners routinely | Candidate attends to the needs of most learners; may be hesitant with some students at times | Candidate defers or does not accept responsibility for some-to-all students’ learning needs |
| Candidate persists in helping students who struggle, and does so with patience, care, and intentionality | Candidate persists in helping students who struggle; may need guidance or encouragement to do so | Candidate does not persist in helping students who struggle, and/or expresses impatience or disdain |
| Candidate provides multiple opportunities and entry points for students to learn, particularly for students experiencing difficulty | Candidate provides some opportunities and few entry points for students to learn; may need guidance and support | Candidate provides few opportunities and a single entry point for students to learn, even with guidance and support |
| Comments/Examples: | | |
| **Additional comments:** | | |

**Standards Addressed**

**Council for the Accreditation of Teacher Preparation**

**CAEP Standard 1: Content and Pedagogical Knowledge**

**Candidate Knowledge, Skills, and Professional Dispositions (1.1)**Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

**CAEP Standard 2: Clinical Partnerships and Practice  
Clinical Experiences** **(2.3)**  
The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

**CAEP Standard 3: Plan for Recruitment of Diverse Candidates who Meet Employment Needs**

**Additional Selectivity Factors (3.3):**Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

**Interstate Teacher Assessment and Support Consortium**

**InTASC Standard 9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**InTASC Standard 10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for

student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**OWU Learning Outcomes for Teacher Candidates**

Candidates develop the following dispositions that characterize competent, committed, professional teachers for a diverse, democratic society:

6) commitment to teaching as a viable, honorable profession.

7) the importance of fostering collaborative relationships with colleagues, families and the larger community.

8) the importance of affirming one’s efficacy as it relates to student learning.

9) the understanding that the democratic ideals of a multicultural society are foundational to all teaching and learning.

10) the importance of engaging in reflective practice and continuous professional development.

**Ohio Standards for the Teaching Profession**

**OSTP Standard 1: Teachers understand student learning and development and respect the diversity of the students they teach.**

**1.3:** Teachers expect that all students will achieve to their full potential.

**OSTP Standard 6: Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.**

**6.1:** Teachers communicate clearly and effectively.

**6.3:** Teachers collaborate effectively with other teachers, administrators and school and district staff.

**OSTP Standard 7: Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.**

**7.1:** Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.

**7.2:** Teachers take responsibility for engaging in continuous, purposeful professional development.

**7.3:** Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

1. Licensure Code of Professional Conduct for Ohio Educators, 2008, p. 8 [↑](#footnote-ref-1)
2. CAEP Glossary, 2014, http://caepnet.org/resources/glossary/; NCATE defines dispositions as used in teacher education; Issues call to action. (2007, November 13). Retrieved from http://www.ncate.org; Ros-Voseles, D. D. & Moss, L. (2007, September). The role of dispositions in the education of future teachers. *Young Children, 62*(5), 90-98 [↑](#footnote-ref-2)