

Section IV: Evidence for Meeting Standards

Assessment 6: Candidate Dispositions

Description and Use of Assessment:

During a Technology Education teacher candidate's career they are evaluated on their dispositions towards the teaching profession, professional work characteristics, attitudes towards diversity, and advocacy. Observations about how well they collaborate with others and how well they reflect on situations that occur during the teaching/learning process are also recorded.

Candidate dispositions are first recorded during the FNED 346 tutoring experience. Teacher candidates work with children in an urban school, classroom setting. The Learning Supervisor observes them working with children one-to-one and sometimes in small groups. This is a valuable and formative experience for our teacher candidates because it is the first time, in many cases, that they have worked with students who come from diverse backgrounds. It is also a time to learn about how well a candidate listens to others, works collaboratively, and if the candidate has the characteristics, although in a developmental stage, to become a good teacher. (The disposition forms are at the end of this section.)

In the FNED 346 class, the instructor evaluates a candidate's potential for becoming a good teaching candidate. Through the reading of candidate journals, classroom logs, blogs, and in classroom discussions, Rhode Island College Foundations instructors are able to paint a portrait of the strengths and weaknesses of candidates who would like to enter the teaching profession. The faculty member makes an assessment of the potential a candidate has based on the work they have witnessed. This form is then used in the FSEHD admissions process.

Both disposition forms are placed in sealed envelopes within the FSEHD admissions portfolio and reviewed at the time of admission consideration by the program coordinator. Candidates must score a majority of threes and fours in order to be considered for admission to the Feinstein School. Candidates who scored a number of twos on several items will be asked to meet with the FNED instructor to develop a plan of action to strengthen areas of perceived weaknesses.

The second opportunity to formally review candidate dispositions occurs once the candidate completes the two Technology Education practica. Candidates develop a Preparing to Teach Portfolio that contains an implemented lesson and reflection, a disposition self-evaluation, a disposition evaluation by faculty, and a reflection essay. It is here that candidates can take a measure of themselves before they begin student teaching. It is also the place where candidates and their instructors can review strengths and weaknesses of the candidate and set a course of action for improvement in student teaching.

2. Description of How the Assessment Aligns with ITEEA/CTTE Standards

The table below provides the alignment between the ITEEA/CTTE Standards and the Rhode Island Professional Teachers Standards (RIPTS). These alignments also have direct linkages with the Feinstein School Conceptual Framework that helps candidates meet standards of knowledge, diversity, pedagogy, and professionalism deemed necessary to become an excellent teacher. The data provided demonstrates observed change in candidates' professional dispositions as they progress through the program from admission through the professional sequence before student teaching.

Alignment Table for Candidate Dispositions

RIPTS	ITEEA/CTTE
4. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning	9. Technology teacher education program candidates understand students as learners, and how commonality and diversity affect learning.
7. Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.	10. Technology teacher education program candidates understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology.
8. Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.	10. Technology teacher education program candidates understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology.
10. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.	10. Technology teacher education program candidates understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology.
11. Teachers maintain professional standards guided by legal and ethical principles.	10. Technology teacher education program candidates understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology.

3. Analysis of Data:

At the admission gateway Technology Education candidates are assessed for their potential to become a teacher by a Learning Supervisor and the Instructor for FNED 346 Schooling in a Democratic Society. The early data from the small sample sizes show that our candidates are rated as competent by the evaluators; although their first experiences in a classroom are rather short, about 15 hours of tutoring. There is enough evidence that the candidates have both the dispositions and skill required to become an effective teacher. The ratings of both evaluators are consistent for the admissions dispositions.

The disposition evaluations (self-evaluation disposition and practicum disposition) that appear in the Preparing to Teach Portfolio demonstrate that candidates are well prepared to enter the classroom for student teaching. The scores reflect that candidates had strong perceptions of their strengths and weaknesses. They also view their abilities as competent. Teacher candidates may have this perception because of the classroom contact time they have amassed at this point in their careers. The faculty disposition form data also bears out the fact that in most instances candidates display competency in the classroom/lab setting. The scores recorded by supervising faculty are nearly identical to the candidates' scores. They display traits that signify that they are ready to meet the challenges of student teaching.

**Candidate Disposition Evaluation
Admission to FSEHD**

RIPTS	ITEEA/CTTE	2007-2008 n=2		2008-2009 n=2		2009-2010 n=2	
		Learning Supervisor	Faculty	Learning Supervisor	Faculty	Learning Supervisor	Faculty
1. Exhibits self-awareness and self-confidence (Self-Reflection, <i>RIBTS 10</i>)	10. Professional Growth. Technology teacher education program candidates understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology.	3.5	4.0	4.0	4.0	4.0	3.0
2. Self-monitor progress (Self-Reflection, <i>RIBTS 10</i>)	10. Professional Growth.	4.0	4.0	3.5	2.5	4.0	3.5
3. Is intellectually curious and/or creative. (<i>Lifelong Learning, RIBTS 10</i>)	10. Professional Growth.	3.5	4.0	4.0	4.0	3.5	3.0
4. Is enthusiastic about learning (<i>Lifelong Learning, RIBTS 10</i>)	10. Professional Growth.	4.0	4.0	4.0	3.5	4.0	3.0
5. Demonstrates ability to communicate effectively with children and youth (Advocacy for Children and Youth, <i>RIBTS 4</i>)	9. Students. Technology teacher education program candidates understand students as learners, and how commonality and diversity affect learning.	4.0	3.5	4.0	2.0 data missing	4.0	3.5
6. Listens and is responsive to children and youth (Advocacy for Children and Youth, <i>RIBTS 7</i>)	10. Professional Growth.	4.0	3.0	4.0	2.0 data missing	4.0	3.5
7. Welcomes diverse viewpoints and is open-minded (Respect for Diversity, <i>RIBTS 4</i>)	9. Students.	4.0	3.5	4.0	4.0	4.0	3.5
8. Is adaptable to change (Respect for Diversity, <i>RIBTS 7</i>)	10. Professional Growth.	4.0	3.5	4.0	3.5	3.5	3.0
9. Works well with others (Collaboration, <i>RIBTS 8</i>)	7. Instructional Strategies. Technology teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology.	4.0	4.0	4.0	4.0	3.5	3.5
10. Is socially tactful (Collaboration, <i>RIBTS 10</i>)	10. Professional Growth.	4.0	4.0	4.0	3.5	4.0	3.5
11. Works hard and is thorough (Professional Work Characteristics, <i>RIBTS 11</i>).	10. Professional Growth.	4.0	3.5	3.5	2.5	3.5	3.5
12. Is reliable and dependable (Professional Work Characteristics, <i>RIBTS 11</i>)	10. Professional Growth.	4.0	4.0	4.0	2.5	4.0	3.5
	AVG	3.15	3.75	3.90	3.16	3.50	3.33

The rating scale (1-4) for the Faculty Disposition Reference Form indicates demonstrated and observed behaviors – low to high, with the option of indicating No Knowledge of the Attribute or “NA.” The rating of “3” is described on the rubric below as “**competent level of performance**” and a frame of reference for the assessor/faculty member.

**Candidate Disposition Evaluation
Preparing to Teach Portfolio**

RIPTS	ITEEA/CTTE	2007-2008 n=2		2008-2009 n=2		2009-2010 n=2	
		Student	Faculty	Student	Faculty	Student	Faculty
1. Seek feedback from multiple perspectives and make appropriate adjustments (Self-Reflection, RIPTS 10)	10. Professional Growth. Technology teacher education program candidates understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology.	3.5	3.5	3.5	3.5	3.0	3.5
2. Self-monitor progress (Self-Reflection, RIBTS 10)	10. Professional Growth.	3.5	3.5	3.0	3.5	3.5	4.0
3. Upgrade knowledge and skills regularly (Lifelong Learning, RIBTS 10)	10. Professional Growth.	3.5	4.0	4.0	4.0	3.0	3.5
4. Take initiative and am self-motivated (Lifelong Learning, RIBTS 10)	10. Professional Growth.	3.5	3.0	2.5	3.5	4.0	3.5
5. Manifest respect towards students (Advocacy for Children and Youth, RIBTS 4)	9. Students. Technology teacher education program candidates understand students as learners, and how commonality and diversity affect learning.	3.5	4.0	3.5	4.0	4.0	4.0
6. Advocate for the well-being of students in schools (Advocacy for Children and Youth, RIBTS 7)	10. Professional Growth.	3.5	4.0	3.5	3.5	3.5	3.5
7. Manifest sensitivity to the needs and values of diverse learners (Respect for Diversity, RIBTS 4)	9. Students.	3.5	3.5	2.5	3.5	3.5	4.0
8. Establish rapport and communicates well with diverse audiences (Respect for Diversity, RIBTS 7)	10. Professional Growth.	3.5	3.5	3.0	3.5	3.5	4.0
9. Demonstrate strong communication skills (Collaboration, RIBTS 8)	7. Instructional Strategies. Technology teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology.	3.5	3.5	3.0	3.5	4.0	4.0
10. Use feedback constructively (Collaboration, RIBTS 10)	10. Professional Growth.	3.5	4.0	3.0	4.0	4.0	4.0
11. Demonstrate good organization skills (Professional Work Characteristics, RIBTS 11)	10. Professional Growth.	3.5	3.5	2.5	3.5	3.5	4.0
12. Complete work in a timely manner (Professional Work Characteristics, RIBTS 11)	10. Professional Growth.	3.5	3.0	3.5	4.0	3.5	4.0
	AVG.	3.5	3.58	3.08	3.375	3.58	3.83

Assess the extent that you have demonstrated the identified attribute/behavior since your admission into the teacher preparation program. Rate yourself 1(rarely) to 4 (almost always) for each item.

Ratings:

Faculty (Practicum/Methods) Disposition Evaluation and Candidate Disposition Self-Evaluation

1 – Rarely, 2 – Sometimes, 3 – Frequently, 4 – Almost Always

Reflection Essay and Implemented Lesson Plan 1 – Weakness, 2 – Developing, 3 – Competence, 4 – Strength

4. Interpretation of Data as Evidence of Standards Met

The disposition scores for teacher candidates at the Admission Gateway and at the end of the practicum experience reveal that candidates possess the observed traits and skills that make them ready to meet the challenges of the classroom.

At admission, our candidates were perceived to have demonstrated nascent qualities of good teacher candidates by supervisors who were not Technology Educators; which makes the scoring more impressive. Simply put, they were recognized as good prospects as teacher candidates, who happened to be preparing to teach Technology Education. The scores indicate that our Technology Education candidates possessed the necessary dispositions to promote student learning and development as advocated by the FSEHD Conceptual Framework. These observations represent candidate performance of tasks representative of real-world practice in education (e.g. planning, teaching and reflecting the work they did with children). The average score given to Technology Education candidates at admission to the FSEHD was 3.45

At the Preparing to Teach gateway, the Feinstein School has been concerned with the continuous development of the teacher candidate from program entry, through our teacher candidate's admission into the professional sequence of courses. The assessment system incorporates a focus on overall development and increasing complexity over time. Before student teaching, as part of the Preparing to Teach Portfolio, candidates and their faculty supervisors were asked to evaluate the candidate's observed dispositions. At this point candidates were awaiting admission to student teaching, having completed the professional sequence. The Combined Avg 3.45 of scores from the candidates and teachers on the Preparing to Teach disposition rubrics showed that the teacher candidates most often displayed good planning, action, and reflection habits. Individually, the candidate groups rated themselves at 3.38. The faculty rated candidates at 3.59. Again, the indication is that candidates perceive that they are prepared for the rigors of the classroom/lab setting, and demonstrated dispositions are present almost all the time. The faculty scores for the candidates, while modestly higher show that they also believe that candidates possess the skills and dispositions to succeed in the classroom. They have met the standard.

FNED 346 Faculty (Confidential)

This section is to be filled out by the applicant.

Name: _____ ID #: _____ Telephone #: _____

Teacher Preparation Program: _____ Major/Concentration: _____

Name of Evaluator: _____ Position of Evaluator: _____

Professional Address of Evaluator: _____

This section is to be filled out by the evaluator.

For each item circle the numbers, 1 (for low) to 4 (for high) to indicate your judgment of the degree to which the applicant possesses or has demonstrated the attribute/behavior identified on each item. Circle N/A if you have insufficient knowledge to make a judgment.

			Low			High
1.	Exhibits self-awareness and self-confidence <i>(Self-Reflection)</i>	N/A	1	2	3	4
2.	Has goal clarity <i>(Self-Reflection)</i>	N/A	1	2	3	4
3.	Is intellectually curious and/or creative <i>(Lifelong Learning)</i>	N/A	1	2	3	4
4.	Is enthusiastic about learning <i>(Lifelong Learning)</i>	N/A	1	2	3	4
5.	Demonstrates ability to communicate effectively with children and youth <i>(Advocacy for Children and Youth)</i>	N/A	1	2	3	4
6.	Listens and is responsive to children and youth <i>(Advocacy for Children and Youth)</i>	N/A	1	2	3	4
7.	Welcomes diverse viewpoints and is open-minded <i>(Respect for Diversity)</i>	N/A	1	2	3	4
8.	Is adaptable to change <i>(Respect for Diversity)</i>	N/A	1	2	3	4
9.	Works well with others <i>(Collaboration)</i>	N/A	1	2	3	4
10.	Is socially tactful <i>(Collaboration)</i>	N/A	1	2	3	4
11.	Works hard and is thorough <i>(Professional Work Characteristics)</i>	N/A	1	2	3	4
12.	Is reliable and dependable <i>(Professional Work Characteristics)</i>	N/A	1	2	3	4

Signature of Evaluator: _____ Date: _____

On the reverse side there is a descriptive rubric to use as a reference for rating. You may use the reverse of this page to add additional comments.

The rating scale (1-4) for the Faculty Disposition Reference Form indicates demonstrated and observed behaviors – low to high, with the option of indicating No Knowledge of the Attribute or “NA.” The rating of “3” is described on the rubric below as “**competent level of performance**” and a frame of reference for the assessor/faculty member.

Attribute/Behavioral Criteria	3 = Competent
1. Exhibits self-awareness and self-confidence (<i>Self-Reflection</i>)	Offers comments and reflections confidently but does not often initiate or take the lead during class discussions. Listens to others before contributing ideas.
2. Has goal clarity (<i>Self-Reflection</i>)	Sets goals before starting class projects/papers. Uses goals to direct work on project/paper. Takes personal responsibility.
3. Is intellectually curious and/or creative (<i>Lifelong Learning</i>)	Asks questions and considers alternative perspectives to issues raised in class. Presents imaginative solutions and resources to dilemmas.
4. Is enthusiastic about learning (<i>Lifelong Learning</i>)	Participates actively in class discussions. Raises questions and volunteers ideas that enrich the class conversation.
5. Demonstrates ability to communicate effectively with children and youth (<i>Advocacy for Children and Youth</i>)	Converses well with peers. Uses vocabulary appropriate to listening audience. Through class discussions /interactions, there is some evidence of knowing the developmental needs of children and why teachers must advocate for and communicate effectively with children and youth.
6. Listens and is responsive to children and youth (<i>Advocacy for Children and Youth</i>)	Listens patiently to others in class before offering feedback or remarks. Responds appropriately to feedback by peers.
7. Welcomes diverse viewpoints and is open-minded (<i>Respect for Diversity</i>)	Listens to all sides before offering remarks during class discussion. Considers diverse viewpoints in one’s reflection.
8. Is adaptable to change (<i>Respect for Diversity</i>)	Adjusts to changes that occur during the course gracefully. Handles controversial positions and approaches with respect.
9. Works well with others (<i>Collaboration</i>)	Works well with others in class; completes assigned tasks, and trusts others to complete their tasks for collaborative projects/ assignments.
10. Is socially tactful (<i>Collaboration</i>)	Respects social boundaries during class conversations; uses language with tact when asked for or required to give constructive feedback.
11. Works hard and is thorough (<i>Professional Work Characteristics</i>)	Organizes work assignment appropriately; attends class regularly; submits quality work appropriate to level of development
12. Is reliable and dependable (<i>Professional Work Characteristics</i>)	Completes work in a timely manner; follows through on assigned tasks

FNED 346 Service Learning Supervisor (Confidential)

This section is to be filled out by the applicant.

Name: _____ ID #: _____ Telephone #: _____

Teacher Preparation Program: _____ Major/Concentration: _____

Name of Evaluator: _____ Position of Evaluator: _____

 School Name Street City Zip

This section is to be filled out by the evaluator.

For each item circle the numbers, 1 (for low) to 4 (for high) to indicate your judgment of the degree to which the applicant possesses or has demonstrated the attribute/behavior identified on each item. Circle N/A if you have insufficient knowledge to make a judgment.

			Low			High
1. Exhibits self-awareness and self-confidence <i>(Self-Reflection)</i>	N/A	1	2	3	4	4
2. Has goal clarity <i>(Self-Reflection)</i>	N/A	1	2	3	4	4
3. Is intellectually curious and/or creative <i>(Lifelong Learning)</i>	N/A	1	2	3	4	4
4. Is enthusiastic about learning <i>(Lifelong Learning)</i>	N/A	1	2	3	4	4
5. Demonstrates ability to communicate effectively with children and youth <i>(Advocacy for Children and Youth)</i>	N/A	1	2	3	4	4
6. Listens and is responsive to children and youth <i>(Advocacy for Children and Youth)</i>	N/A	1	2	3	4	4
7. Welcomes diverse viewpoints and is open-minded <i>(Respect for Diversity)</i>	N/A	1	2	3	4	4
8. Is adaptable to change <i>(Respect for Diversity)</i>	N/A	1	2	3	4	4
9. Works well with others <i>(Collaboration)</i>	N/A	1	2	3	4	4
10. Is socially tactful <i>(Collaboration)</i>	N/A	1	2	3	4	4
11. Works hard and is thorough <i>(Professional Work Characteristics)</i>	N/A	1	2	3	4	4
12. Is reliable and dependable <i>(Professional Work Characteristics)</i>	N/A	1	2	3	4	4

Signature of Evaluator: _____ Date: _____

On the reverse side there is a descriptive rubric to use as a reference for rating. To describe the nature and duration of the supervised pre-professional experience with children or youth undertaken by the applicant, you may also wish to use the reverse side of this form. You may use the reverse of this page to add additional comments.

The rating scale (1-4) for the Disposition Reference Form indicates demonstrated and observed behaviors – low to high, with the option of indicating No Knowledge of the Attribute or “NA.” The rating of “3” is described on the rubric below as “**competent level of performance**” and a frame of reference for the supervisor.

Attribute/Behavioral Criteria	3 = Competent
1. Exhibits self-awareness and self-confidence (<i>Self-Reflection</i>)	Takes initiative. Interacts with students in a pleasant and encouraging manner.
2. Has goal clarity (<i>Self-Reflection</i>)	Sets goals before starting work with students. Takes responsibility in terms of attendance and work.
3. Is intellectually curious and/or creative (<i>Lifelong Learning</i>)	Asks questions and considers alternative perspectives to issues raised with students. Presents imaginative and thoughtful preparation.
4. Is enthusiastic about learning (<i>Lifelong Learning</i>)	Seems eager to work with students; actively participates and is engaged.
5. Demonstrates ability to communicate effectively with children and youth (<i>Advocacy for Children and Youth</i>)	Converses well with students. Consistently uses language and vocabulary appropriate to listening audience.
6. Listens and is responsive to children and youth (<i>Advocacy for Children and Youth</i>)	Listens patiently to students in tutoring before offering feedback or remarks. Responds appropriately.
7. Welcomes diverse viewpoints and is open-minded (<i>Respect for Diversity</i>)	Listens to all sides before offering comments or remarks. Considers diverse viewpoints.
8. Is adaptable to change (<i>Respect for Diversity</i>)	Adjusts gracefully to changes that occur. Handles controversial positions and approaches with respect.
9. Works well with others (<i>Collaboration</i>)	Works well with others in class; completes assigned tasks, and trusts others to complete their tasks for collaborative projects/ assignments.
10. Is socially tactful (<i>Collaboration</i>)	Respects social boundaries during class conversations; uses language with tact when asked for or required to give constructive feedback.
11. Works hard and is thorough (<i>Professional Work Characteristics</i>)	Organizes work assignment appropriately; work is well done. Attendance is good.
12. Is reliable and dependable (<i>Professional Work Characteristics</i>)	Completes work in a timely manner; follows through on assigned tasks.



Feinstein School of Education and Human Development Candidate Disposition Self-Evaluation Form

Preparing to Teach Portfolio

Name: _____ ID #: _____

Telephone #: _____ E-mail: _____

Teacher Preparation Program: Secondary Education Major/Concentration _____

Assess the extent that you have demonstrated the identified attribute/behavior since your admission into the teacher preparation program. Rate yourself 1 (rarely) to 4 (almost always) for each item.

	Rarely	Sometimes	Frequently	Almost Always
1. Seek feedback from multiple perspectives and make appropriate adjustments <i>(Self-Reflection)</i>	1	2	3	4
2. Self-monitor progress <i>(Self-Reflection)</i>	1	2	3	4
3. Upgrade knowledge and skills regularly <i>(Lifelong Learning)</i>	1	2	3	4
4. Take initiative and am self-motivated <i>(Lifelong Learning)</i>	1	2	3	4
5. Manifest respect toward students <i>(Advocacy for Children and Youth)</i>	1	2	3	4
6. Advocate for the well-being of students in schools <i>(Advocacy for Children and Youth)</i>	1	2	3	4
7. Manifest sensitivity to the needs and values of diverse learners <i>(Respect for Diversity)</i>	1	2	3	4
8. Establish rapport and communicates well with diverse audiences <i>(Respect for Diversity)</i>	1	2	3	4
9. Demonstrate strong communication skills <i>(Collaboration)</i>	1	2	3	4
10. Use feedback constructively <i>(Collaboration)</i>	1	2	3	4
11. Demonstrate good organization skills <i>(Professional Work Characteristics)</i>	1	2	3	4
12. Complete work in timely manner <i>(Professional Work Characteristics)</i>	1	2	3	4

Signature of Candidate: _____ Date: _____

Feinstein School of Education and Human Development Faculty (Methods/Practicum) Disposition Evaluation Form



Preparing to Teach Portfolio

Name: _____ Student ID #: _____

Telephone #: _____ E-Mail: _____

Teacher Preparation Program: Secondary Education Major/Concentration: _____

Professional Education GPA: _____

Assess the extent that the candidate possesses or has demonstrated the identified attribute/behavior since her/his admission into the teacher preparation program. Rate her/him: 1 (rarely) to 4 (almost always) for each item.

	Rarely	Sometimes	Frequently	Almost Always
1. Seeks feedback from multiple perspectives and makes appropriate adjustments. <i>(Self-Reflection)</i>	1	2	3	4
2. Self-monitors progress <i>(Self-Reflection)</i>	1	2	3	4
3. Upgrades knowledge and skills regularly <i>(Lifelong Learning)</i>	1	2	3	4
4. Takes initiative and is self-motivated <i>(Lifelong Learning)</i>	1	2	3	4
5. Manifests respect toward students <i>(Advocacy for Children and Youth)</i>	1	2	3	4
6. Advocates for the well-being of students in schools <i>(Advocacy for Children and Youth)</i>	1	2	3	4
7. Manifests sensitivity to the needs and values of diverse learners <i>(Respect for Diversity)</i>	1	2	3	4
8. Establishes rapport and communicates well with diverse audiences <i>(Respect for Diversity)</i>	1	2	3	4
9. Demonstrates strong communication skills <i>(Collaboration)</i>	1	2	3	4
10. Uses feedback constructively <i>(Collaboration)</i>	1	2	3	4
11. Demonstrates good organization skills <i>(Professional Work Characteristics)</i>	1	2	3	4
12. Completes work in timely manner <i>(Professional Work Characteristics)</i>	1	2	3	4

Signature of Evaluator: _____ Date: _____