



A look at practices for establishing and assessing dispositions in schools of education

- Dr. Darin Martin, Oklahoma Christian Univ.
- 2016 OACTE Conference

Why are dispositions a big deal?

- CAEP 3.3
 - CAEP's requirement, "...establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program."
- CAEP's Evidence Sufficiency Criteria doc.
 - "Rationale for established non-academic criteria makes evidence-based case for selection and implementation."
 - "Evidence of association/correlation of...criteria with candidate & completer performance."

Why are dispositions a big deal?

- We owe it to our candidates to help them grow professionally.
- We owe it to PK-12 students to ensure our candidates are professional and ready to serve as teachers.

Oklahoma Christian

- *Professional and Character Excellence – PACE*
- Demonstrates preparation including positive and enthusiastic participation
- Meets deadlines, works independently, and aims toward excellence
- Demonstrates a Christian professional attitude with peers and School of Education personnel.
- Exemplifies mature behavior and emotional stability
- Maintains punctual and regular attendance
- Assessed at the end of each course on a 0-4 scale with 3 as target

Oklahoma Christian - continued

- One sub-target score from a professor triggers a meeting with the advisor, plan of action, and probationary letter
- Two or more sub-target scores in one semester triggers a meeting with the advisor and the chair, plan, and probationary letter
- Five total sub-target scores (5 courses) or three semesters in a row means dismissal from the program

Oklahoma Christian - continued

- Emphasis on improvement, not punishment
- Emphasis on maintaining an accurate paper-trail and communicating with candidates
- Emphasis on the goal of producing high-quality teachers for students
- OC has removed two candidates in the past five years for poor dispositions scores. Appeals process is the same for academic appeals.

Oklahoma Christian - continued

- Other dispositions assessed on Formative Assessment (Student teaching assessment)
 - Appropriate dress/grooming
 - Speaks clearly, audibly, and effectively
 - Relates well with students by showing interest, enthusiasm, and respect

Oklahoma Christian – PACE Aligned to Standards & Research (Validity)

- All 5 items associated with InTASC Std. 9 *Professional Learning and Ethical Practice* 90 – “...code of ethics, professional standards of practice”
- Tulsa-Model Alignment
 - Meets deadlines (PACE) = Complying with reporting deadlines (TULSA)*
 - Maintains punctual and regular attd. (PACE) = Punctuality (TULSA)*

Oklahoma Christian – PACE Aligned to Standards & Research (Validity)

- Marzano Instrument Alignment

*Positive and enthusiastic participation (PACE) =
Positive environment (Marzano)*

- All PACE items fall under Marzano Model's
Individual Responsibility

Oklahoma Christian – PACE (Reliability)

- Updated rubric with criteria at each level is currently being refined by the Assessment Sub-committee
- Instrument will be examined by Teacher Education Council and Teacher Education Advisory Committee at Summit
- Plan to analyze for inter-rater reliability

Oklahoma City University - OCU

- Assessed at admission to program and prior to clinical practice
- Faculty issue “notice of concern” if problem arises
- “Notice of concern” can be used to counsel a candidate out of the program
- Attendance, Punctuality, Self-Assessment, Legal/Ethical Knowledge, Oral Comm., Written Comm., Respect for Diversity, Collegiality, Critical Thinking, Resourcefulness, Response to Feedback, Commitment to Teaching Profession

OK State University - OSU

- Disposition data gathered each semester by faculty
- No specific policy on dismissal. Data may be used to counsel into a different program. “Field placements not guaranteed”
- Ethics, Professionalism, Commitment to Education, Respect for Diversity, Work Ethic, Communication, Learner Abilities, Cooperative/Collaborative Nature, Flexibility

St. Gregory's University

- Professional
 - Attends class regularly
 - Is focused and attentive in class
 - Works collaboratively
- Values
 - Models responsibility and discipline
 - Accepts constructive criticism
 - Values the subject taught
- Commitment
 - Demonstrates commitment & enthusiasm
 - Puts forth best effort at all times
 - Goes beyond minimum expectations

University of Central OK - UCO

- Many specific dispositions under these headings
 - Professional Conduct (9)
 - Professional Responsibility (9)
 - Professional Growth (2)

Langston University

- Candidates assessed during practicum, admittance to program, during clinical practice
- Candidates can be dismissed
 - 15 dispositions

Southwestern OK State - SWOSU

- Candidates assessed at least four times by at least two different professors
- Candidates can be dismissed (vote of comm.)
 - Appropriate grooming and appearance
 - Respectful of individual's differences
 - Professional communication
 - Works toward mastery of discipline/skills
 - Exhibits initiative
 - Grows and develops with colleagues
 - Accepts constructive criticism
 - Belief that all children can learn

Oklahoma Baptist Univ. - OBU

- Candidates assessed at multiple points on various dispositions
 - Oral and written Communication
 - Professionalism
 - Positive attitude
 - Preparedness
 - Awareness of cultures & Academic diversity
 - Collaboration
 - Initiative
 - Scholarship
 - Follows directions
 - Accepts criticism
- Can dismiss, in theory, but has not occurred

Discussion

- How are EPPs doing in regard to “establishing & monitoring...dispositions?”
- How are EPPs providing rationale for the dispositions they assess?
- How are EPPs correlating disposition data with candidate performance?
- Are the dispositions EPPs assess in line with the values we hold important?
- Are EPPs effectively using disposition data?
- Are EPPs efforts effective as we try to nourish dispositions in our teacher candidates?