

Policies and Procedures for Assessing Teacher Candidate Dispositions at Old Dominion University

Teacher candidates must attain the necessary content area knowledge above and beyond that which they are expected to impart to their students; they must also have the knowledge and skills to apply effective methods of teaching students who are at different developmental stages, have different learning styles, and come from diverse backgrounds. In addition, they must have the attitudes, values, and dispositions to use the knowledge and skills most efficiently and effectively so that both the students and the candidate learn throughout the process.

The National Council for the Accreditation of Colleges of Education (NCATE) defines dispositions as: *Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.* The College of Education has adopted the following as key dispositions and behaviors essential for all candidates to demonstrate across their programs of study.

Behavioral Examples of Professional Dispositions

Teachers and other school professional candidates at ODU are expected to demonstrate behaviors that are indicative of the following dispositions characteristic of effective educators. Listed below are examples of behaviors or actions demonstrating each disposition following each disposition statement.

The candidate shows a disposition toward and commitment to each of the following:

1. Attends functions when required (punctual)
 - Arrives for class/field experiences/clinical experiences on time
 - Attends class regularly except when excused in advance
 - Takes initiative to get materials and notes when absent from meetings or classes
2. Maintains a professional appearance
 - Acts and dresses according to the standards of the school where the candidate is placed.
 - Maintains composure in the classroom
 - Demonstrates good personal hygiene
 - Demonstrates situationally appropriate behavior and professional demeanor
3. Solicits feedback from others
 - Seeks clarification and/or assistance as needed
 - Accepts feedback from others positively
 - Makes others aware feedback is valued
4. Adjusts behavior based on professional feedback
 - Responds constructively to professional feedback from supervisors and others, making changes to address legitimate concerns
 - Models behavior expected of both teachers and learners in an educational setting
 - Maintains emotional control
 - Considers opinions of others with an open mind
 - Acts from a positive frame of reference, including when changes occur

5. Communicates effectively orally (articulate, animated, few grammatical errors)
 - Listens attentively to others in a variety of contexts
 - Interacts in a polite and respectful manner
 - Communicates without intent to deceive
 - Interacts appropriately in relation to cultural norms
 - Interacts in a positive and professional manner with students, peers, teachers, university personnel, and others
 - Uses language free of profanity and malicious statements toward any individual or groups
 - Uses appropriate tone of voice
 - Uses appropriate non-verbal expressions
6. Communicates effectively in writing (clear organization of ideas, few misspelling and grammatical errors)
 - Uses language that meets professional standards and is not demeaning or harmful to any individual or group
 - Respects the intellectual property of others by giving credit to others when using their work and avoiding plagiarism
7. Demonstrates sensitivity to others' feelings and opinions (e.g., diplomatic)
 - Demonstrates empathy and concern for others
 - Demonstrates sensitivity to the legitimate needs and concerns of others
 - Demonstrates persistence in helping all students achieve success
 - Holds positive expectations for all students to learn
 - Recognizes students as individuals and makes positive, appropriate peer comparisons
 - Advocates for all learners
 - Maintains positive working relationship with peers
 - Uses appropriate strategies to respond to emotional and emergency situations
8. Participates with others in a collaborative manner
 - Works together with others to achieve a common goal
 - Responds positively to request from other professionals for collaboration
 - Makes a contribution to group effort
 - Shares information and materials with others
 - Assists peers
 - Supports decisions of group willingly, even if different from own
 - Supports work of others
 - Establishes professional goals that are aligned with those of the organization
 - Plans and sets goals and priorities with others
 - Maximizes individuals' talents
 - Distributes responsibilities evenly
 - Keeps groups on task
9. Treats others with respect
 - Respects the property of others
 - Displays equitable treatment of others
 - Acknowledges perspectives of individuals from diverse cultural and experiential backgrounds
 - Returns borrowed materials in a timely manner

- Shows due courtesy and consideration for people and ideas
10. Provides information to all constituents in a professional and timely manner
 - Appreciates unique community culture
 - Provides materials for students of different cultures
 - Welcomes involvement of family and community members
 - Recognizes, values, and utilizes assets in the community
 - Provides students access to varying points of view
 - Maintains confidentiality of student records, parent communications, and private professional communications
 - Supports and follows school, division, and university directives
 11. Demonstrates a commitment to remain current in knowledge of subject area content
 - Values and participates in opportunities to improve instructional practices and teaching activities
 - Seeks opportunities to learn new skills
 - Views reflection as a component of the instructional process
 - Seeks/locates needed resources
 - Exhibits curiosity about subject area content
 - Displays creative ideas about and applications to education concepts
 - Models flexibility regarding course content, process and tasks
 - Makes connection to previous readings/experiences/courses, etc.
 12. Demonstrates knowledge about my teaching subject area
 - Prepares for classes, meetings, and group work
 - Submits lesson plans within agreed-upon timelines
 - Plans daily instruction in light of long range goals and objectives
 - Manages time effectively
 - Establishes routines and procedures to maximize instructional time
 - Completes assigned tasks from group activities within an acceptable time frame
 13. Participates in professional development activities that represent subject area currently or in the near future
 - Attends school and school system inservice/staff development sessions
 - Pursues opportunities in professional education organizations and associations
 14. Enjoys working with diverse (i.e., special education, gifted, at-risk, minority, etc.) PreK-12 learners.
 - Adapts instruction to meet varying needs and abilities, for example, fulfills instruction as detailed on an IEP for a student
 - Holds high expectations for all students
 - Demonstrates unbiased, fair, and non-prejudicial treatment of all people
 - Creates a learning environment that enables all students to reach their full potential
 - Demonstrates the belief that diversity in the classroom, in the school, and in society enhances learning
 - Develops lessons that encourage students to value and draw upon their unique life circumstances

- Fosters student appreciation for diversity in the classroom
 - Demonstrates positive attitudes toward diverse cultures and learners
 - Selects materials, develops lessons, and promotes classroom environments that counteract negative stereotypes and bigotry
15. Displays excitement about teaching subject area
- Exhibits positive attitude toward the discipline and/or teaching profession
 - Completes assignments, duties, or tasks on time
 - Demonstrates willingness to adapt instruction to “best practices”

Candidate Understanding of Dispositional Expectations

Candidates will be made aware of the dispositions and expectations regarding them upon being admitted to the teacher education program. Each candidate will self-assess herself/himself on each disposition and sign a disposition self-assessment and verification form indicating that they understand the dispositions that they are to demonstrate in all course work, field/clinical experiences and other activities associated with their becoming a licensed teacher or other support personnel. This form will be turned into Teacher Education Services (TES) and become part of her/his professional education file. For candidates in Other School Personnel Programs, program coordinators will forward copies of the dispositions self-assessment and verification forms to Teacher Education Services. The dispositions self-assessment and verification form is part of the application packet.

Procedures for Comprehensive and Systematic Assessment of Candidate Dispositions

Candidates will be assessed on dispositions at three different assessment points prior to completing their program. At the time of admission to the Teacher Education Program (assessment point 1), candidates will be required to indicate by their signature that they have read and understand the disposition outcomes and policies and to self-assess herself/himself on each disposition. Each initial and advanced program will identify a point or points in the program prior to student teaching or a capstone experience (assessment point 2) when all candidates will be assessed on the dispositions outcomes by the instructor(s) of the courses identified. Each initial and advanced program will identify a point or points during student teaching or the capstone experience (assessment point 3) when all candidates will be assessed on the disposition outcomes. The 3rd assessment point, when done during student teaching, will be incorporated within the Student Teaching Evaluation assessment. The results of disposition assessment at each assessment point will be entered into the *Professional as Educators* database.

Fairness and Equity in Assessing Candidate Dispositions

Because all candidates must be assessed on all 15 dispositions prior to student teaching or program completion, it will be necessary for each program area to determine which courses prior to student teaching will assess all 15 dispositions. This will address the fairness and equitable treatment of all students required by NCATE. This does not mean that a faculty member cannot complete a Dispositional Feedback Form in a course they teach; rather, this is a method to ensure the fair and equitable application of assessing all 15 dispositions for each candidate. Any faculty can complete a Dispositional Feedback Form on any candidate in their courses in which the candidate is not demonstrating each disposition.

Example: If I teach a course where none of the 15 dispositions are specifically assigned to be assessed, I can still submit a Disposition Feedback Form to the Admission/Retention Committee if something occurs in my course or associated field experience.

Faculty Reporting of Dispositional Deficiencies

In the ODU teacher preparation program, teacher candidates are expected to demonstrate the dispositions throughout their program. Any College instructor, student teacher supervisor, or public school mentoring teacher working with the candidate can complete a Dispositional Feedback Form (accessible at the Teacher Education Services website) at any time for any of the 15 dispositions. When a deficiency is reported, the instructor, student teacher supervisor, or school supervising teacher must document in writing the behavior and/or language used by the candidate that is the basis for the Dispositional Feedback Form. The faculty or school supervising teacher must then either meet or discuss by telephone with the candidate to make him or her aware of this action and the reason for it before submitting the Dispositional Feedback Form. Students are to be given a copy of any form requiring their signature. The signature does not mean that the student agrees with the decision of the faculty member; rather it is just an indicator that the candidate was informed. Faculty will submit to both the chair of their department and the Director of Teacher Education Services documentation of any candidate's lack of proficiency about targeted dispositions where the action of the Admission/Retention Committee is required. Before forwarding to the chair and the Director of Teacher Education Services, the faculty member will summarize the conference with the candidate. Please note: if the deficiency is at a field/clinical site, then both the mentor teacher and university supervisor should meet with the candidate to discuss the candidate's deficiency(s) and follow the same procedure outlined above.

Students who have not been formally admitted to teacher education but who participate in field experiences in the schools are expected to be informed about the dispositions and display behavior demonstrating appropriate dispositions. It is our expectation that all ODU students working in schools will meet these expectations. However, if a deficiency is noted, a Dispositional Feedback Form will be completed by the teacher mentor and university mentor or by the course instructor. The form will be filed with the student's adviser and will become part of the information provided to the Teacher Education Services when the student formally applies for admission to teacher education.

Retention Procedures

1. Candidates who have a Dispositional Feedback Form filed in the Teacher Education Services will be required to meet with the Admission and Retention Committee (ARC), a subcommittee made up of members of the Teacher Education Council. The end result could be a recommendation from the ARC to allow the candidate to continue, the development of a required remediation plan and/or recommendation for dismissal from the program.
2. In cases of academic dishonesty (cheating and plagiarism), the candidate will follow appeal procedures as outlined in the Student Handbook. The Admission and Retention Committee, following notification of the decision of the Office of Student Judicial Affairs about the candidate's appeal, will make a decision about disqualification from the teacher preparation program.
3. The subcommittee will be made up of three faculty members, one of whom will represent the licensure area of the candidate.
4. At the meeting, the candidate will be provided an opportunity to explain her/his position and provide the committee any additional relevant information concerning the candidate's performance in the program.
5. The committee will make a determination about the candidate's continuance in the program. The committee may prescribe a remediation plan in conjunction with area faculty or recommend disqualification from the program. The committee's remediation plan or disqualification recommendation must be submitted within 7 business days to the Director of Teacher Education Services.

6. The Director of Teacher Education Services will meet with the candidate and clarify the action of the committee and have the candidate sign the remediation plan as evidence that the candidate was informed. The candidate's signature does not indicate agreement with the committee's decision.
7. The candidate may appeal the committee's decision by scheduling a meeting with the Dean or Dean's representative within 14 business days. Prior to this meeting all documentation will be provided to the Dean's office so that a final determination may be made to either support the committee's decision or rule in favor of the candidate, whereby the candidate will not have to complete the remediation plan and/or may be readmitted to her/his program.
8. All decisions made by the Dean that support the committee's decision will be final and no further appeals can be made.

Disqualification from Teacher Education

The College of Education's desire to prepare highly qualified professional educators who exemplify the professional ethics and behaviors as discussed in the section on dispositions has led to the identification of some actions on the part of candidates that may result in disqualification from the program. They include:

1. Failure to earn the required minimum grade when repeating a professional education related course or course in major (i.e., ART ED, ESSE, ECI, COUN,)
2. Professional/academic misconduct or dishonesty (i.e., cheating, plagiarism, inappropriate behavior in clinical settings, and submitting work products of someone else for a grade) as a result of the decision of the Office of Student Judicial Affairs or Office of Student Affairs or a violation of the Code of Student Conduct.
3. Falsification of an academic or assessment record
4. Field Experience/Clinical Experience while under the influence of alcohol or an illegal substance
5. Failure to complete recommended counseling or complete successfully the remediation plan prescribed by the College Admission and Retention Committee.

Old Dominion University
Professional Education Dispositions Self-Assessment and Verification Form

Candidate: _____

Please print

UIN: _____

As part of my professional growth and development, I should demonstrate an understanding of and a commitment to the following attributes and behaviors that are characteristics of an ideal, effective professional educator. I understand that I must adequately and consistently demonstrate these dispositions in order to maintain good standing in my Teacher Education program at Old Dominion University. My self evaluation of these dispositions is as follow:

M – Meets Standard: The candidate's behavior consistently demonstrates this disposition.

I – Needs Improvement: The candidate's behavior occasionally demonstrates this disposition.

U – Unacceptable: The candidate does not demonstrate this disposition.

N – Not able to Assess: There is not an opportunity to assess the candidate on this disposition.

- | | | | | | |
|---|---|---|---|-----|---|
| M | I | U | N | 1. | Attends functions when required (punctual) |
| M | I | U | N | 2. | Maintains a professional appearance |
| M | I | U | N | 3. | Solicits feedback from others |
| M | I | U | N | 4. | Adjusts behavior based on professional feedback |
| M | I | U | N | 5. | Communicates effectively orally (articulate, animated, few grammatical errors) |
| M | I | U | N | 6. | Communicates effectively in writing (clear organization of ideas, few misspelling and grammatical errors) |
| M | I | U | N | 7. | Demonstrates sensitivity to others' feelings and opinions (e.g., diplomatic) |
| M | I | U | N | 8. | Participates with others in a collaborative manner |
| M | I | U | N | 9. | Treats others with respect |
| M | I | U | N | 10. | Provides information to all constituents in a professional and timely manner |
| M | I | U | N | 11. | Demonstrates a commitment to remain current in knowledge of subject area content |
| M | I | U | N | 12. | Demonstrates knowledge about teaching subject area |
| M | I | U | N | 13. | Participates in professional development activities that represent subject area
either currently or in the near future |
| M | I | U | N | 14. | Enjoys working with diverse (i.e., special education, gifted, at-risk, minority, etc.) PreK-12 learners |
| M | I | U | N | 15. | Displays excitement about teaching subject area |

Old Dominion University
Professional Education Dispositions Instructor Assessment

Instructor/Chair: _____

Date: _____

Please print

Candidate: _____

UIN: _____

Please print

Please rate the consistency of the candidate's behavior in demonstrating each disposition by circling your rating on the following basis:

M – Meets Standard: The candidate's behavior consistently demonstrates this disposition.

I – Needs Improvement: The candidate's behavior occasionally demonstrates this disposition.

U – Unacceptable: The candidate does not demonstrate this disposition.

(If a disposition is rated unacceptable, a Dispositional Feedback Form must be submitted.)

N – Not able to Assess: There is not an opportunity to assess the candidate on this disposition.

- M I U N 1. Attends functions when required (punctual)
- M I U N 2. Maintains a professional appearance
- M I U N 3. Solicits feedback from others
- M I U N 4. Adjusts behavior based on professional feedback
- M I U N 5. Communicates effectively orally (articulate, animated, few grammatical errors)
- M I U N 6. Communicates effectively in writing (clear organization of ideas, few misspelling and grammatical errors)
- M I U N 7. Demonstrates sensitivity to others' feelings and opinions (e.g., diplomatic)
- M I U N 8. Participates with others in a collaborative manner
- M I U N 9. Treats others with respect
- M I U N 10. Provides information to all constituents in a professional and timely manner
- M I U N 11. Demonstrates a commitment to remain current in knowledge of subject area content
- M I U N 12. Demonstrates knowledge about teaching subject area
- M I U N 13. Participates in professional development activities that represent subject area
either currently or in the near future
- M I U N 14. Enjoys working with diverse (i.e., special education, gifted, at-risk, minority, etc.) PreK-12 learners
- M I U N 15. Displays excitement about teaching subject area

Signatures:

Candidate _____ (Indicates awareness not necessarily agreement)

Instructor/Chair _____

Dispositional Feedback Form

Instructor/Mentor: _____

Date of Conference _____

Teacher Candidate: _____

UIN _____

Please Check Dispositional Area(s) of Concern

- 1. Attends functions when required (punctual)
- 2. Maintains a professional appearance
- 3. Solicits feedback from others
- 4. Adjusts behavior based on professional feedback
- 5. Communicates effectively orally (articulate, animated, few grammatical errors)
- 6. Communicates effectively in writing (clear organization of ideas, few misspelling and grammatical errors)
- 7. Demonstrates sensitivity to others' feelings and opinions (e.g., diplomatic)
- 8. Participates with others in a collaborative manner
- 9. Treats others with respect
- 10. Provides information to all constituents in a professional and timely manner
- 11. Demonstrates a commitment to remain current in knowledge of subject area content

- 12. Demonstrates knowledge about teaching subject area
- 13. Participates in professional development activities that represent subject area either currently or in the near future
- 14. Enjoys working with diverse (i.e., special education, gifted, at-risk, minority, etc.) PreK-12 learners
- 15. Displays excitement about teaching subject area

Please describe the dispositional behavior and/or language indicating deficiency (Attach additional page(s) as needed).

Signatures:

Teacher Candidate _____
(Signature indicates awareness not necessarily agreement)

Instructor/Mentor _____
Return form to: Teacher Education Services, Education 152

If the student is present, he/she is required to sign the form. If the student is at a distance, then the faculty member can sign the form that a discussion occurred to make the candidate aware of this action and the reason for it before submitting the Dispositional Feedback Form.

Check Appropriate Statement: This dispositional feedback form will be placed in the candidate's file for further reference regardless of statement checked.

_____ Deficiency addressed by faculty member. No Admission/Retention Committee action required.

_____ Admission/Retention Committee action required.

Please describe how the deficiency was addressed (Attach additional page(s) as needed).

Disposition Remediation Plan

Candidate _____

Faculty Member _____

Disposition being addressed by this plan:

Evidence of progress in addressing this deficiency will be shown by

To verify progress in addressing this deficiency, the appropriate individuals listed below may be contacted:

Progress is expected to be observed initially within _____ days and will be monitored for a period of not less than _____.

Signed:

Candidate

UIN

Director of Teacher Education Services

Date