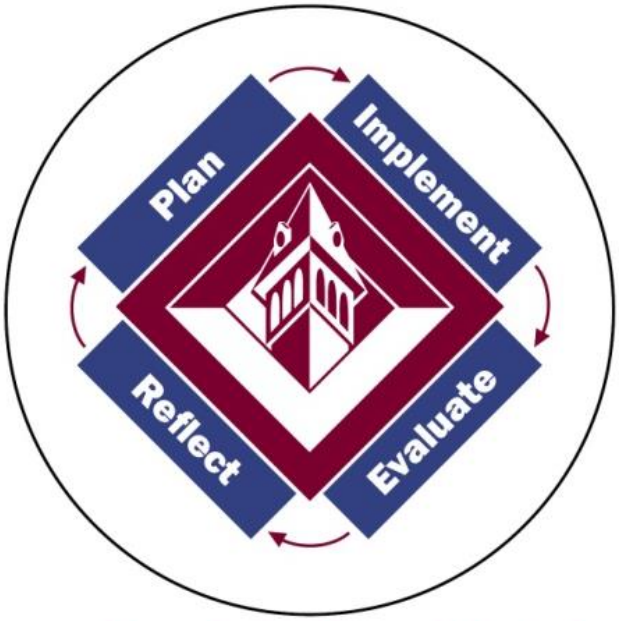
Valley City State University
School of Education and Graduate Studies
Conceptual Framework



Teacher as a Knowledge-based Decision Maker

Disposition Data

Disposition Data Fall 2019 – Spring 2021(4 semesters – 4 cycles of data with newest assessment)

Pilot research was completed in 2018-2019 before the rubrics were modified and finalized.

Each disposition item has its own set of actionable performance descriptors in the assessment rubric.
The column headings include the following number values:
3= Exceeds Expectations
2.5 = In addition to score of "2" performance, partial success at score of "3"
2 = Meets Expectations
1.5 = In addition to score of "1" performance, partial success at score of "2"
1 = Needs Improvement

Introduction to Education Dispositions Fall 2019 (Faculty ratings during EDUC 250 experiences)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	30	44	37	0	0	**2.47**	100%	0
Values appropriate interpersonal relationships in all settings	21	44	46	0	0	**2.39**	100%	0
Is dependable: prepared, on time	28	43	31	8	1	**2.40**	92%	0
Is approachable: nonthreatening, positive	29	42	40	0	0	**2.45**	100%	0
Receives/uses constructive feedback professionally	25	44	41	0	0	**2.43**	100%	1
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	12	43	39	0	0	**2.36**	100%	17
Communicates professionally through electronic means (email, social media, course management system)	13	43	55	0	0	**2.31**	100%	0
Communicates professionally in oral language when working with stakeholders	13	44	37	0	0	**2.37**	100%	17
Accepts responsibility for personal actions and behaviors	28	45	37	1	0	**2.45**	99%	0
Total number of ratings for each score level	199	392	363	9	1			35
Overall Percentages and Mean Score	20.6%	40.7%	37.7%	0.9%	0.1%	**2.40**	99.0%	

Introduction to Education Dispositions Spring 2020 (Faculty ratings during EDUC 250 experiences)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	0	0	59	0	0	2	100%	0
Values appropriate interpersonal relationships in all settings	0	0	59	0	0	2	100%	0
Is dependable: prepared, on time	0	0	56	0	3	1.95	95%	0
Is approachable: nonthreatening, positive	0	0	59	0	0	2	100%	0
Receives/uses constructive feedback professionally	0	0	59	0	0	2	100%	0
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	0	0	59	0	0	2	100%	0
Communicates professionally through electronic means (email, social media, course management system)	0	0	59	0	0	2	100%	0
Communicates professionally in oral language when working with stakeholders	0	0	59	0	0	2	100%	0
Accepts responsibility for personal actions and behaviors	0	0	59	0	0	2	100%	0
Total number of ratings for each score level	0	0	528	0	3			
Overall Percentages and Mean Score	0.0%	0.0%	99.4%	0.0%	0.6%	**1.99**	99.4%	

Introduction to Education Dispositions Fall 2020 (Faculty ratings during EDUC 250 experiences)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	4	0	13	0	0	2.24	100%	0
Values appropriate interpersonal relationships in all settings	9	0	8	0	0	2.53	100%	0
Is dependable: prepared, on time	7	4	2	2	2	2.35	76%	0
Is approachable: nonthreatening, positive	16	0	1	0	0	2.94	100%	0
Receives/uses constructive feedback professionally	13	1	3	0	0	2.79	100%	0
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	4	0	13	0	0	2.24	100%	0
Communicates professionally through electronic means (email, social media, course management system)	13	1	1	1	1	2.71	88%	0
Communicates professionally in oral language when working with stakeholders	4	0	13	0	0	2.24	100%	0
Accepts responsibility for personal actions and behaviors	14	0	3	0	0	2.82	100%	0
Total number of ratings for each score level	84	6	57	3	3			
Overall Percentages and Mean Score	54.9%	3.9%	37.3%	2.0%	2.0%	**2.54**	95.9%	

Introduction to Education Dispositions Spring 2021 (Faculty ratings during EDUC 250 experiences)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	30	34	19	0	2	2.53	98%	1
Values appropriate interpersonal relationships in all settings	27	34	20	0	3	2.49	96%	2
Is dependable: prepared, on time	28	30	13	5	10	2.35	83%	0
Is approachable: nonthreatening, positive	30	33	19	0	2	2.53	98%	2
Receives/uses constructive feedback professionally	30	31	17	3	5	2.45	91%	0
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	14	25	15	1	1	2.45	96%	30
Communicates professionally through electronic means (email, social media, course management system)	25	35	18	2	6	2.41	91%	0
Communicates professionally in oral language when working with stakeholders	25	23	17	1	0	2.55	98%	20
Accepts responsibility for personal actions and behaviors	33	30	16	1	6	2.48	92%	0
Total number of ratings for each score level	84	6	57	3	3			55
Overall Percentages and Mean Score	36.1%	41.0%	23.0%	1.9%	5.2%	**2.47**	92.8%	

Introduction to Education Dispositions Fall 2019 – Spring 2020 (Faculty ratings during EDUC 250 experiences)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	30	44	96	0	0	2.31	100%	0
Values appropriate interpersonal relationships in all settings	21	44	105	0	0	2.25	100%	0
Is dependable: prepared, on time	28	43	87	8	4	2.24	93%	0
Is approachable: nonthreatening, positive	29	42	99	0	0	2.29	100%	0
Receives/uses constructive feedback professionally	25	44	100	0	0	2.28	100%	1
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	12	43	98	0	0	2.22	100%	17
Communicates professionally through electronic means (email, social media, course management system)	13	43	114	0	0	2.2	100%	0
Communicates professionally in oral language when working with stakeholders	13	44	96	0	0	2.23	100%	17
Accepts responsibility for personal actions and behaviors	28	45	96	1	0	2.29	99%	0
Total Number of Ratings	199	392	891	9	4			35
Percentage	13.3%	26.2%	59.6%	0.6%	0.3%	2.26	99.1%	

Introduction to Education Dispositions Fall 2019 – Spring 2021 (Faculty ratings during EDUC 250 experiences – 4 cycles of data)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	64	81	125	0	2	2.38	99%	1
Values appropriate interpersonal relationships in all settings	57	81	130	0	3	2.35	99%	2
Is dependable: prepared, on time	63	80	101	15	14	2.3	89%	0
Is approachable: nonthreatening, positive	75	78	116	0	2	2.41	99%	2
Receives/uses constructive feedback professionally	68	79	117	3	5	2.37	97%	1
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	30	71	123	1	1	2.28	99%	47
Communicates professionally through electronic means (email, social media, course management system)	51	82	130	3	7	2.31	96%	0
Communicates professionally in oral language when working with stakeholders	42	70	123	1	0	2.32	100%	37
Accepts responsibility for personal actions and behaviors	75	78	112	2	6	2.39	97%	0
Total Number of Ratings	525	700	1077	25	40			90
Percentage	22.8%	30.4%	46.8%	1.1%	1.7%	**2.35**	97.2%	

Methods Dispositions

Fall 2019 (Faculty ratings from courses and field experiences between Intro to Education and Student Teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	246	42	43	0	1	**2.80**	100%	1
Believes that all students can learn and achieve	236	56	39	0	1	**2.79**	100%	1
Commits to knowing about the cultures and communities that impact their students	25	53	11	0	0	**2.58**	100%	1
Displays a commitment to provide equitable learning and development opportunities for all	10	5	5	8	0	**2.30**	71%	1
Engages learners in decision-making for purposeful learning	71	6	26	0	0	**2.72**	100%	0
Commits to making learning opportunities accessible to all learners	134	64	30	0	1	**2.72**	100%	1
Is committed to linking subject content to real life issues	196	64	68	0	1	**2.69**	100%	4
Commits to making accommodations in assessments for all learners	125	71	29	0	1	**2.71**	100%	4
Is committed to planning learning opportunities that promote student growth	144	53	31	0	1	**2.74**	100%	1
Values the exploration of how to use new and emerging technologies to promote student learning	41	42	16	1	1	**2.60**	98%	0
Maintains a positive attitude in professional settings	83	7	13	0	0	**2.84**	100%	0
Commits to professional appearance in dress and grooming	71	12	20	0	0	**2.75**	100%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	71	5	27	0	0	**2.71**	100%	0
Values appropriate interpersonal relationships in all settings	78	1	23	0	0	**2.77**	100%	1
Is dependable: prepared, on time	211	62	45	5	10	**2.69**	95%	0
Is approachable: nonthreatening, positive	82	10	11	0	0	**2.84**	100%	0
Receives/uses constructive feedback professionally	235	49	41	2	5	**2.76**	98%	1
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	63	2	38	0	0	**2.62**	100%	0
Communicates professionally through electronic means (email, social media, course management system)	65	9	29	0	0	**2.67**	100%	0
Communicates professionally in oral language when working with stakeholders	64	3	36	0	0	**2.64**	100%	0
Accepts responsibility for personal actions and behaviors	77	5	21	0	0	**2.77**	100%	0
Total number of ratings for each score level	2328	621	602	16	22			16
Percentage	64.9%	17.3%	16.8%	0.4%	0.6%	**2.73**	98.9%	

Methods Dispositions

Spring 2020 (Faculty ratings from courses and field experiences between Intro to Education and Student Teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	178	3	10	0	0	2.94	100%	1
Believes that all students can learn and achieve	182	3	6	0	0	2.96	100%	1
Commits to knowing about the cultures and communities that impact their students	18	0	5	2	0	2.68	92%	0
Displays a commitment to provide equitable learning and development opportunities for all	10	5	5	8	0	2.3	71%	1
Engages learners in decision-making for purposeful learning	13	1	6	0	0	2.68	100%	0
Commits to making learning opportunities accessible to all learners	145	9	16	1	0	2.87	99%	1
Is committed to linking subject content to real life issues	110	8	65	0	0	2.62	100%	9
Commits to making accommodations in assessments for all learners	119	30	21	1	0	2.78	99%	1
Is committed to planning learning opportunities that promote student growth	153	8	7	2	1	2.91	98%	1
Values the exploration of how to use new and emerging technologies to promote student learning	31	19	1	1	3	2.67	93%	0
Maintains a positive attitude in professional settings	17	0	1	2	0	2.8	90%	0
Commits to professional appearance in dress and grooming	14	0	6	0	0	2.7	100%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	19	0	1	0	0	2.95	100%	0
Values appropriate interpersonal relationships in all settings	17	0	3	0	0	2.85	100%	0
Is dependable: prepared, on time	146	9	21	10	6	2.73	92%	0
Is approachable: nonthreatening, positive	17	0	1	2	0	2.8	90%	0
Receives/uses constructive feedback professionally	172	5	9	4	2	2.89	97%	0
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	13	0	7	0	0	2.65	100%	0
Communicates professionally through electronic means (email, social media, course management system)	13	0	7	0	0	2.65	100%	0
Communicates professionally in oral language when working with stakeholders	13	0	7	0	0	2.65	100%	0
Accepts responsibility for personal actions and behaviors	15	0	4	1	0	2.73	95%	0
Total number of ratings for each score level	1415	100	209	34	12			15
Percentage	79.9%	5.6%	11.8%	1.9%	0.7%	2.75	96.0%	

Methods Dispositions

Fall 2020 (Faculty ratings from courses and field experiences between Intro to Education and Student Teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	193	84	81	2	0	2.65	99%	0
Believes that all students can learn and achieve	196	82	79	2	0	2.66	99%	0
Commits to knowing about the cultures and communities that impact their students	11	83	4	0	2	2.51	98%	0
Displays a commitment to provide equitable learning and development opportunities for all	6	13	14	0	1	2.34	97%	0
Engages learners in decision-making for purposeful learning	68	12	5	0	0	2.87	100%	0
Commits to making learning opportunities accessible to all learners	111	82	78	3	0	2.55	99%	0
Is committed to linking subject content to real life issues	179	94	84	2	0	2.63	99%	0
Commits to making accommodations in assessments for all learners	109	83	79	3	0	2.54	99%	0
Is committed to planning learning opportunities that promote student growth	97	92	80	5	0	2.51	98%	0
Values the exploration of how to use new and emerging technologies to promote student learning	18	31	11	4	1	2.47	92%	0
Maintains a positive attitude in professional settings	69	11	5	0	0	2.88	100%	0
Commits to professional appearance in dress and grooming	68	10	6	0	0	2.87	100%	1
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	68	11	6	0	0	2.86	100%	0
Values appropriate interpersonal relationships in all settings	68	11	6	0	0	2.86	100%	0
Is dependable: prepared, on time	157	103	84	8	7	2.55	96%	0
Is approachable: nonthreatening, positive	68	11	6	0	0	2.86	100%	0
Receives/uses constructive feedback professionally	182	91	82	3	1	2.63	99%	0
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	67	12	5	0	0	2.87	100%	1
Communicates professionally through electronic means (email, social media, course management system)	68	11	6	0	0	2.86	100%	0
Communicates professionally in oral language when working with stakeholders	67	11	7	0	0	2.85	100%	0
Accepts responsibility for personal actions and behaviors	65	10	9	1	0	2.82	99%	0
Total number of ratings for each score level	1935	948	737	33	12			2
Percentage	53.5%	26.2%	20.4%	0.9%	0.3%	**2.70**	98.8%	

Methods Dispositions

Spring 2021 (Faculty ratings from courses and field experiences between Intro to Education and Student Teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	98	47	9	0	0	2.79	100%	2
Believes that all students can learn and achieve	99	48	9	0	0	2.79	100%	0
Commits to knowing about the cultures and communities that impact their students	17	5	2	0	0	2.81	100%	0
Displays a commitment to provide equitable learning and development opportunities for all	0	0	0	0	0	0	0%	0
Engages learners in decision-making for purposeful learning	41	2	1	0	0	2.95	100%	5
Commits to making learning opportunities accessible to all learners	47	49	11	0	0	2.67	100%	0
Is committed to linking subject content to real life issues	81	47	13	0	0	2.74	100%	15
Commits to making accommodations in assessments for all learners	47	47	13	0	0	2.66	100%	0
Is committed to planning learning opportunities that promote student growth	48	47	12	0	0	2.67	100%	0
Values the exploration of how to use new and emerging technologies to promote student learning	19	16	9	1	1	2.55	96%	0
Maintains a positive attitude in professional settings	44	2	3	0	0	2.92	100%	0
Commits to professional appearance in dress and grooming	44	2	3	0	0	2.92	100%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	46	1	2	0	0	2.95	100%	0
Values appropriate interpersonal relationships in all settings	43	3	3	0	0	2.91	100%	0
Is dependable: prepared, on time	87	48	10	5	6	2.66	93%	0
Is approachable: nonthreatening, positive	44	2	3	0	0	2.92	100%	0
Receives/uses constructive feedback professionally	90	51	12	2	1	2.73	98%	0
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	43	3	3	0	0	2.91	100%	0
Communicates professionally through electronic means (email, social media, course management system)	43	3	3	0	0	2.91	100%	0
Communicates professionally in oral language when working with stakeholders	43	2	3	0	0	2.92	100%	1
Accepts responsibility for personal actions and behaviors	44	2	2	1	0	2.91	98%	0
Total number of ratings for each score level	1068	427	126	9	8			23
Percentage	65.9%	26.3%	7.8%	0.6%	0.5%	2.68	94.5%	

Methods Dispositions

Fall 2019 - Spring 2020 (Faculty ratings from courses and field experiences between Intro to Education and Student Teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	422	44	52	0	1	2.85	100%	2
Believes that all students can learn and achieve	417	57	44	0	1	2.86	100%	2
Commits to knowing about the cultures and communities that impact their students	43	53	16	2	0	2.6	98%	1
Displays a commitment to provide equitable learning and development opportunities for all	10	5	5	8	0	2.3	71%	1
Engages learners in decision-making for purposeful learning	84	7	32	0	0	2.71	100%	0
Commits to making learning opportunities accessible to all learners	280	69	45	1	1	2.79	99%	2
Is committed to linking subject content to real life issues	307	68	132	0	1	2.67	100%	13
Commits to making accommodations in assessments for all learners	245	97	49	1	1	2.74	99%	5
Is committed to planning learning opportunities that promote student growth	298	57	37	2	2	2.82	99%	2
Values the exploration of how to use new and emerging technologies to promote student learning	72	61	17	2	4	2.63	96%	0
Maintains a positive attitude in professional settings	100	7	14	2	0	2.83	98%	0
Commits to professional appearance in dress and grooming	85	12	26	0	0	2.74	100%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	90	5	28	0	0	2.75	100%	0
Values appropriate interpersonal relationships in all settings	95	1	26	0	0	2.78	100%	1
Is dependable: prepared, on time	355	70	65	15	16	2.7	94%	0
Is approachable: nonthreatening, positive	99	10	12	2	0	2.84	98%	0
Receives/uses constructive feedback professionally	407	51	49	6	7	2.81	98%	1
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	76	2	45	0	0	2.63	100%	0
Communicates professionally through electronic means (email, social media, course management system)	78	9	36	0	0	2.67	100%	0
Communicates professionally in oral language when working with stakeholders	77	3	43	0	0	2.64	100%	0
Accepts responsibility for personal actions and behaviors	92	5	25	1	0	2.76	99%	0
Total number of ratings for each score level	3732	693	798	42	34			30
Percentage	70.4%	13.1%	15.1%	0.8%	0.6%	2.72	97.6%	

Methods Dispositions

Fall 2019 - Spring 2021 (4 cycles - Faculty ratings from courses and field experiences between Intro to Education and Student Teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	713	175	142	2	2	2.77	100%	3
Believes that all students can learn and achieve	712	187	132	2	2	2.78	100%	1
Commits to knowing about the cultures and communities that impact their students	71	141	22	2	2	2.58	98%	1
Displays a commitment to provide equitable learning and development opportunities for all	16	18	19	8	1	2.32	85%	1
Engages learners in decision-making for purposeful learning	193	21	38	0	0	2.81	100%	5
Commits to making learning opportunities accessible to all learners	438	200	134	4	2	2.69	99%	1
Is committed to linking subject content to real life issues	567	209	229	2	2	2.66	100%	27
Commits to making accommodations in assessments for all learners	401	227	141	4	2	2.66	99%	4
Is committed to planning learning opportunities that promote student growth	443	196	129	7	3	2.69	99%	1
Values the exploration of how to use new and emerging technologies to promote student learning	109	108	36	9	5	2.57	95%	0
Maintains a positive attitude in professional settings	213	20	22	2	0	2.86	99%	0
Commits to professional appearance in dress and grooming	197	24	35	0	0	2.82	100%	1
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	204	17	36	0	0	2.83	100%	0
Values appropriate interpersonal relationships in all settings	206	15	35	0	0	2.83	100%	1
Is dependable: prepared, on time	599	221	159	28	29	2.64	94%	0
Is approachable: nonthreatening, positive	211	23	21	2	0	2.86	99%	0
Receives/uses constructive feedback professionally	679	193	143	11	10	2.73	98%	0
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	186	17	53	0	0	2.76	100%	1
Communicates professionally through electronic means (email, social media, course management system)	189	23	45	0	0	2.78	100%	0
Communicates professionally in oral language when working with stakeholders	187	16	53	0	0	2.76	100%	1
Accepts responsibility for personal actions and behaviors	201	17	36	3	0	2.81	99%	0
Total number of ratings for each score level	6735	2068	1660	86	60			48
Percentage	64.4%	19.8%	15.9%	0.8%	0.6%	2.72	98.3%	

Student Teaching Dispositions

Fall 2019 (Ratings from cooperating teachers during student teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	23	4	6	0	0	2.76	100%	0
Believes that all students can learn and achieve	23	4	5	1	0	2.74	97%	0
Commits to knowing about the cultures and communities that impact their students	17	4	10	0	0	2.61	100%	2
Displays a commitment to provide equitable learning and development opportunities for all	24	3	5	1	0	2.76	97%	0
Engages learners in decision-making for purposeful learning	20	5	7	0	0	2.7	100%	1
Engages learners in collaborative learning	23	3	6	1	0	2.73	97%	0
Commits to making learning opportunities accessible to all learners	22	5	6	0	0	2.74	100%	0
Is committed to linking subject content to real life issues	19	4	8	1	0	2.64	97%	1
Commits to making accommodations in assessments for all learners	15	6	9	1	1	2.52	94%	1
Is committed to planning learning opportunities that promote student growth	21	4	7	1	0	2.68	97%	0
Values the exploration of how to use new and emerging technologies to promote student learning	19	6	6	1	1	2.62	94%	0
Maintains a positive attitude in professional settings	27	2	4	0	0	2.85	100%	0
Commits to professional appearance in dress and grooming	31	1	1	0	0	2.95	100%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	29	1	3	0	0	2.89	100%	0
Values appropriate interpersonal relationships in all settings	27	2	3	1	0	2.83	97%	0
Is dependable: prepared, on time	24	3	5	1	0	2.76	97%	0
Is approachable: nonthreatening, positive	28	2	3	0	0	2.88	100%	0
Receives/uses constructive feedback professionally	26	3	4	0	0	2.83	100%	0
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	25	4	3	0	0	2.84	100%	1
Communicates professionally through electronic means (email, social media, course management system)	20	3	5	0	0	2.77	100%	5
Communicates professionally in oral language when working with stakeholders	24	2	6	0	0	2.78	100%	1
Accepts responsibility for personal actions and behaviors	27	1	4	0	0	2.86	100%	1
Total number of ratings for each score level	514	72	116	9	2			13
Percentage	72.1%	10.1%	16.3%	1.3%	0.3%	2.76	98.5%	

Student Teaching Dispositions

Spring 2020 (Ratings from cooperating teachers during student teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	28	6	3	1	0	2.8	97%	0
Believes that all students can learn and achieve	27	6	5	0	0	2.79	100%	0
Commits to knowing about the cultures and communities that impact their students	18	9	7	0	0	2.66	100%	2
Displays a commitment to provide equitable learning and development opportunities for all	27	3	7	0	0	2.77	100%	1
Engages learners in decision-making for purposeful learning	20	8	7	2	0	2.62	95%	1
Engages learners in collaborative learning	24	4	9	0	1	2.66	97%	0
Commits to making learning opportunities accessible to all learners	23	5	9	0	0	2.69	100%	1
Is committed to linking subject content to real life issues	23	3	10	0	1	2.64	97%	1
Commits to making accommodations in assessments for all learners	12	11	12	1	0	2.47	97%	2
Is committed to planning learning opportunities that promote student growth	26	4	5	2	0	2.73	95%	1
Values the exploration of how to use new and emerging technologies to promote student learning	22	4	10	0	0	2.67	100%	2
Maintains a positive attitude in professional settings	33	3	0	0	1	2.91	97%	0
Commits to professional appearance in dress and grooming	32	3	2	0	0	2.91	100%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	29	3	5	0	0	2.82	100%	0
Values appropriate interpersonal relationships in all settings	29	3	5	0	0	2.82	100%	0
Is dependable: prepared, on time	29	3	3	2	0	2.8	95%	0
Is approachable: nonthreatening, positive	33	2	1	1	0	2.91	97%	0
Receives/uses constructive feedback professionally	31	2	3	0	1	2.84	97%	0
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	29	2	5	1	0	2.8	97%	0
Communicates professionally through electronic means (email, social media, course management system)	25	5	4	0	0	2.81	100%	2
Communicates professionally in oral language when working with stakeholders	25	5	7	0	0	2.74	100%	0
Accepts responsibility for personal actions and behaviors	31	2	2	1	0	2.88	97%	1
Total number of ratings for each score level	576	96	121	11	4			14
Percentage	71.3%	11.9%	15.0%	1.4%	0.5%	2.76	98.1%	

Student Teaching Dispositions

Fall 2020 (Ratings from cooperating teachers during student teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	36	12	0	0	1	2.84	98%	0
Believes that all students can learn and achieve	35	13	0	1	0	2.84	98%	0
Commits to knowing about the cultures and communities that impact their students	37	10	1	0	1	2.84	98%	0
Displays a commitment to provide equitable learning and development opportunities for all	37	10	1	1	0	2.85	98%	0
Engages learners in decision-making for purposeful learning	37	8	1	3	0	2.81	94%	0
Engages learners in collaborative learning	36	10	0	3	0	2.81	94%	0
Commits to making learning opportunities accessible to all learners	34	13	1	1	0	2.82	98%	0
Is committed to linking subject content to real life issues	36	10	1	1	1	2.81	96%	0
Commits to making accommodations in assessments for all learners	35	11	1	2	0	2.81	96%	0
Is committed to planning learning opportunities that promote student growth	34	13	1	1	0	2.82	98%	0
Values the exploration of how to use new and emerging technologies to promote student learning	41	4	1	1	2	2.83	94%	0
Maintains a positive attitude in professional settings	43	4	0	2	0	2.9	96%	0
Commits to professional appearance in dress and grooming	44	5	0	0	0	2.95	100%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	44	2	3	0	0	2.92	100%	0
Values appropriate interpersonal relationships in all settings	37	10	1	0	1	2.84	98%	0
Is dependable: prepared, on time	34	12	2	1	0	2.81	98%	0
Is approachable: nonthreatening, positive	43	4	1	0	1	2.9	98%	0
Receives/uses constructive feedback professionally	42	6	0	1	0	2.91	98%	0
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	40	8	0	1	0	2.89	98%	0
Communicates professionally through electronic means (email, social media, course management system)	40	8	0	1	0	2.89	98%	0
Communicates professionally in oral language when working with stakeholders	39	9	1	0	0	2.89	100%	0
Accepts responsibility for personal actions and behaviors	40	8	0	1	0	2.89	98%	0
Total number of ratings for each score level	844	190	16	21	7			12
Percentage	80.4%	18.1%	1.5%	2.0%	0.7%	2.86	97.5%	

Student Teaching Dispositions

Spring 2021 (Ratings from cooperating teachers during student teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	84	12	13	0	0	2.83	100%	0
Believes that all students can learn and achieve	82	22	5	0	0	2.85	100%	0
Commits to knowing about the cultures and communities that impact their students	61	30	17	1	0	2.69	99%	0
Displays a commitment to provide equitable learning and development opportunities for all	80	15	14	0	0	2.8	100%	0
Engages learners in decision-making for purposeful learning	66	20	21	2	0	2.69	98%	0
Engages learners in collaborative learning	69	22	16	2	0	2.72	98%	0
Commits to making learning opportunities accessible to all learners	70	21	17	0	1	2.73	99%	0
Is committed to linking subject content to real life issues	63	27	17	2	0	2.69	98%	0
Commits to making accommodations in assessments for all learners	63	29	14	3	0	2.7	97%	0
Is committed to planning learning opportunities that promote student growth	75	19	12	3	0	2.76	97%	0
Values the exploration of how to use new and emerging technologies to promote student learning	70	17	20	2	0	2.71	98%	0
Maintains a positive attitude in professional settings	93	8	7	1	0	2.89	99%	0
Commits to professional appearance in dress and grooming	95	7	6	1	0	2.9	99%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	95	8	6	0	0	2.91	100%	0
Values appropriate interpersonal relationships in all settings	84	17	8	0	0	2.85	100%	0
Is dependable: prepared, on time	84	12	11	2	0	2.82	98%	0
Is approachable: nonthreatening, positive	89	10	9	1	0	2.86	99%	0
Receives/uses constructive feedback professionally	84	14	10	1	0	2.83	99%	0
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	85	13	9	2	0	2.83	98%	0
Communicates professionally through electronic means (email, social media, course management system)	79	15	14	1	0	2.79	99%	0
Communicates professionally in oral language when working with stakeholders	80	17	11	1	0	2.81	99%	0
Accepts responsibility for personal actions and behaviors	99	0	10	0	0	2.91	100%	0
Total number of ratings for each score level	1750	355	267	25	1		100%	0
Percentage	73.0%	14.8%	11.1%	1.0%	0.0%	2.80	99%	

Student Teaching Dispositions

Fall 2019 - Spring 2020 (Ratings from cooperating teachers during student teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	53	10	10	1	0	2.78	99%	0
Believes that all students can learn and achieve	52	10	11	1	0	2.76	99%	0
Commits to knowing about the cultures and communities that impact their students	36	13	19	0	0	2.63	100%	4
Displays a commitment to provide equitable learning and development opportunities for all	53	6	13	1	0	2.76	99%	1
Engages learners in decision-making for purposeful learning	42	14	14	2	0	2.67	97%	2
Engages learners in collaborative learning	49	7	16	1	1	2.69	97%	0
Commits to making learning opportunities accessible to all learners	47	11	15	0	0	2.72	100%	1
Is committed to linking subject content to real life issues	44	7	19	1	1	2.64	97%	2
Commits to making accommodations in assessments for all learners	28	17	23	2	1	2.49	96%	3
Is committed to planning learning opportunities that promote student growth	49	8	13	3	0	2.71	96%	1
Values the exploration of how to use new and emerging technologies to promote student learning	44	10	16	1	1	2.66	97%	2
Maintains a positive attitude in professional settings	62	5	5	0	1	2.87	99%	0
Commits to professional appearance in dress and grooming	65	4	4	0	0	2.92	100%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	60	4	9	0	0	2.85	100%	0
Values appropriate interpersonal relationships in all settings	58	5	9	1	0	2.82	99%	0
Is dependable: prepared, on time	55	6	9	3	0	2.77	96%	0
Is approachable: nonthreatening, positive	64	4	4	1	0	2.9	99%	0
Receives/uses constructive feedback professionally	59	5	7	1	1	2.82	97%	0
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	56	6	9	1	0	2.81	99%	1
Communicates professionally through electronic means (email, social media, course management system)	47	8	10	0	0	2.78	100%	7
Communicates professionally in oral language when working with stakeholders	52	7	13	0	0	2.77	100%	1
Accepts responsibility for personal actions and behaviors	60	3	7	1	0	2.86	99%	2
Total number of ratings for each score level	1135	170	255	21	6			27
Percentage	71.5%	10.7%	16.1%	1.3%	0.4%	2.76	98.4%	

Student Teaching Dispositions

Fall 2019 - Spring 2021 (4 cycles of data ratings from cooperating teacher ratings of student teachers)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	173	34	23	1	1	2.81	99%	0
Believes that all students can learn and achieve	169	45	16	2	0	2.82	99%	0
Commits to knowing about the cultures and communities that impact their students	134	53	37	1	1	2.7	99%	4
Displays a commitment to provide equitable learning and development opportunities for all	170	31	28	2	0	2.8	99%	1
Engages learners in decision-making for purposeful learning	145	42	36	7	0	2.71	97%	2
Engages learners in collaborative learning	154	39	32	6	1	2.73	97%	0
Commits to making learning opportunities accessible to all learners	151	45	33	1	1	2.74	99%	1
Is committed to linking subject content to real life issues	143	44	37	4	2	2.7	97%	2
Commits to making accommodations in assessments for all learners	126	57	38	7	1	2.66	97%	3
Is committed to planning learning opportunities that promote student growth	158	40	26	7	0	2.76	97%	1
Values the exploration of how to use new and emerging technologies to promote student learning	155	31	37	4	3	2.72	97%	2
Maintains a positive attitude in professional settings	199	17	12	3	1	2.88	98%	0
Commits to professional appearance in dress and grooming	205	16	10	1	0	2.92	100%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	200	14	18	0	0	2.89	100%	0
Values appropriate interpersonal relationships in all settings	179	33	18	1	1	2.84	99%	0
Is dependable: prepared, on time	173	30	23	6	0	2.8	97%	0
Is approachable: nonthreatening, positive	197	18	14	2	1	2.88	99%	0
Receives/uses constructive feedback professionally	186	25	17	3	1	2.84	98%	0
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	182	27	18	4	0	2.84	98%	1
Communicates professionally through electronic means (email, social media, course management system)	166	31	25	2	0	2.81	99%	7
Communicates professionally in oral language when working with stakeholders	171	33	25	2	0	2.81	99%	1
Accepts responsibility for personal actions and behaviors	199	11	17	3	0	2.88	99%	2
Total number of ratings for each score level	3735	716	540	69	14			27
Percentage	73.6%	14.1%	10.6%	1.4%	0.3%	**2.79**	98.3%	

Teaching Candidate Disposition Self-Assessment

Fall 2019 (Ratings from teacher candidates near the end of the methods field experience and prior to student teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	53	22	11	1	0	2.73	99%	0
Believes that all students can learn and achieve	70	12	4	0	0	2.88	100%	0
Commits to knowing about the cultures and communities that impact their students	40	21	22	3	0	2.57	97%	0
Displays a commitment to provide equitable learning and development opportunities for all	53	15	16	2	0	2.69	98%	0
Engages learners in decision-making for purposeful learning	48	15	21	2	0	2.63	98%	0
Engages learners in collaborative learning	52	18	16	0	0	2.71	100%	0
Commits to making learning opportunities accessible to all learners	47	16	22	1	0	2.63	99%	0
Is committed to linking subject content to real life issues	41	21	24	0	0	2.6	100%	0
Commits to making accommodations in assessments for all learners	48	9	24	4	1	2.58	94%	0
Is committed to planning learning opportunities that promote student growth	53	13	19	0	1	2.68	99%	0
Values the exploration of how to use new and emerging technologies to promote student learning	40	14	27	4	0	2.53	95%	1
Maintains a positive attitude in professional settings	68	10	6	2	0	2.84	98%	0
Commits to professional appearance in dress and grooming	74	3	8	1	0	2.87	99%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	71	9	6	0	0	2.88	100%	0
Values appropriate interpersonal relationships in all settings	62	12	12	0	0	2.79	100%	0
Is dependable: prepared, on time	62	10	13	1	0	2.77	99%	0
Is approachable: nonthreatening, positive	76	6	4	0	0	2.92	100%	0
Receives/uses constructive feedback professionally	52	14	17	2	0	2.68	98%	1
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	53	11	17	1	0	2.71	99%	4
Communicates professionally through electronic means (email, social media, course management system)	60	8	15	0	0	2.77	100%	3
Communicates professionally in oral language when working with stakeholders	54	8	16	1	1	2.71	98%	6
Accepts responsibility for personal actions and behaviors	69	7	10	0	0	2.84	100%	0
Total number of ratings for each score level	1246	274	330	25	3			15
Percentage	66.3%	14.6%	17.6%	1.3%	0.2%	2.73	98.6%	

Teaching Candidate Disposition Self-Assessment

Spring 2020 (Ratings from teacher candidates near the end of the methods field experience and prior to student teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	12	3	1	0	0	2.84	100%	0
Believes that all students can learn and achieve	15	1	0	0	0	2.97	100%	0
Commits to knowing about the cultures and communities that impact their students	12	2	2	0	0	2.81	100%	0
Displays a commitment to provide equitable learning and development opportunities for all	13	2	1	0	0	2.88	100%	0
Engages learners in decision-making for purposeful learning	12	2	2	0	0	2.81	100%	0
Engages learners in collaborative learning	13	2	1	0	0	2.88	100%	0
Commits to making learning opportunities accessible to all learners	12	2	2	0	0	2.81	100%	0
Is committed to linking subject content to real life issues	13	1	2	0	0	2.84	100%	0
Commits to making accommodations in assessments for all learners	10	4	2	0	0	2.75	100%	0
Is committed to planning learning opportunities that promote student growth	14	0	2	0	0	2.88	100%	0
Values the exploration of how to use new and emerging technologies to promote student learning	11	3	2	0	0	2.78	100%	0
Maintains a positive attitude in professional settings	14	1	1	0	0	2.91	100%	0
Commits to professional appearance in dress and grooming	11	4	1	0	0	2.81	100%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	14	1	1	0	0	2.91	100%	0
Values appropriate interpersonal relationships in all settings	13	2	1	0	0	2.88	100%	0
Is dependable: prepared, on time	14	0	2	0	0	2.88	100%	0
Is approachable: nonthreatening, positive	13	2	1	0	0	2.88	100%	0
Receives/uses constructive feedback professionally	15	0	1	0	0	2.94	100%	0
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	12	3	1	0	0	2.84	100%	0
Communicates professionally through electronic means (email, social media, course management system)	15	0	1	0	0	2.94	100%	0
Communicates professionally in oral language when working with stakeholders	15	0	1	0	0	2.94	100%	0
Accepts responsibility for personal actions and behaviors	15	0	1	0	0	2.94	100%	0
Total number of ratings for each score level	288	35	29	0	0			0
Percentage	81.8%	9.9%	8.2%	0.0%	0.0%	2.87	100.0%	

Teaching Candidate Disposition Self-Assessment

Fall 2020 (Ratings from teacher candidates near the end of the methods field experience and prior to student teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	28	6	3	0	0	2.84	100%	0
Believes that all students can learn and achieve	34	1	2	0	0	2.93	100%	0
Commits to knowing about the cultures and communities that impact their students	22	8	6	1	0	2.69	97%	0
Displays a commitment to provide equitable learning and development opportunities for all	24	4	9	0	0	2.7	100%	0
Engages learners in decision-making for purposeful learning	23	5	6	2	0	2.68	94%	1
Engages learners in collaborative learning	25	1	9	1	0	2.69	97%	1
Commits to making learning opportunities accessible to all learners	22	10	5	0	0	2.73	100%	0
Is committed to linking subject content to real life issues	25	7	4	1	0	2.76	97%	0
Commits to making accommodations in assessments for all learners	17	8	8	4	0	2.51	89%	0
Is committed to planning learning opportunities that promote student growth	25	5	7	0	0	2.74	100%	0
Values the exploration of how to use new and emerging technologies to promote student learning	21	7	6	3	0	2.62	92%	0
Maintains a positive attitude in professional settings	29	4	4	0	0	2.84	100%	0
Commits to professional appearance in dress and grooming	28	6	3	0	0	2.84	100%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	32	4	1	0	0	2.92	100%	0
Values appropriate interpersonal relationships in all settings	29	6	2	0	0	2.86	100%	0
Is dependable: prepared, on time	24	5	5	2	1	2.66	92%	0
Is approachable: nonthreatening, positive	31	4	1	1	0	2.88	97%	0
Receives/uses constructive feedback professionally	27	5	5	0	0	2.8	100%	0
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	20	8	8	1	0	2.64	97%	0
Communicates professionally through electronic means (email, social media, course management system)	22	9	4	1	1	2.68	95%	0
Communicates professionally in oral language when working with stakeholders	23	6	7	1	0	2.69	97%	0
Accepts responsibility for personal actions and behaviors	29	3	5	0	0	2.82	100%	0
Total number of ratings for each score level	560	122	110	18	2			2
Percentage	70.7%	15.4%	13.9%	2.3%	0.3%	**2.75**	97.5%	

Teaching Candidate Disposition Self-Assessment

Spring 2021 (Ratings from teacher candidates near the end of the methods field experience and prior to student teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	35	4	3	0	0	2.88	100%	0
Believes that all students can learn and achieve	41	0	1	0	0	2.98	100%	0
Commits to knowing about the cultures and communities that impact their students	28	7	6	1	0	2.74	98%	0
Displays a commitment to provide equitable learning and development opportunities for all	35	6	1	0	0	2.9	100%	0
Engages learners in decision-making for purposeful learning	32	4	6	0	0	2.81	100%	0
Engages learners in collaborative learning	34	3	5	0	0	2.85	100%	0
Commits to making learning opportunities accessible to all learners	34	3	4	0	0	2.87	100%	0
Is committed to linking subject content to real life issues	28	7	5	1	0	2.76	98%	0
Commits to making accommodations in assessments for all learners	30	8	3	0	0	2.83	100%	0
Is committed to planning learning opportunities that promote student growth	33	4	3	0	0	2.88	100%	0
Values the exploration of how to use new and emerging technologies to promote student learning	29	4	7	0	0	2.78	100%	0
Maintains a positive attitude in professional settings	35	3	2	0	0	2.91	100%	0
Commits to professional appearance in dress and grooming	34	4	2	0	0	2.90	100%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	38	0	2	0	0	2.95	100%	0
Values appropriate interpersonal relationships in all settings	36	2	2	0	0	2.93	100%	0
Is dependable: prepared, on time	34	3	3	0	0	2.89	100%	0
Is approachable: nonthreatening, positive	37	2	1	0	0	2.95	100%	0
Receives/uses constructive feedback professionally	37	1	2	0	0	2.94	100%	0
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	35	1	3	0	0	2.91	100%	1
Communicates professionally through electronic means (email, social media, course management system)	34	2	4	0	0	2.88	100%	0
Communicates professionally in oral language when working with stakeholders	33	3	3	0	0	2.88	100%	1
Accepts responsibility for personal actions and behaviors	36	0	4	0	0	2.90	100%	0
Total number of ratings for each score level	**748**	**71**	**72**	**2**	**0**			2
Percentage	**84.0%**	**8.0%**	**8.1%**	**0.2%**	**0.0%**	**2.88**	**99.8%**	

Teaching Candidate Disposition Self-Assessment

Fall 2019 –Spring 2020 (Ratings from teacher candidates near the end of the methods field experience and prior to student teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	65	25	12	1	0	**2.75**	99%	0
Believes that all students can learn and achieve	85	13	4	0	0	**2.90**	100%	0
Commits to knowing about the cultures and communities that impact their students	52	23	24	3	0	**2.61**	97%	0
Displays a commitment to provide equitable learning and development opportunities for all	66	17	17	2	0	**2.72**	98%	0
Engages learners in decision-making for purposeful learning	60	17	23	2	0	**2.66**	98%	0
Engages learners in collaborative learning	65	20	17	0	0	**2.74**	100%	0
Commits to making learning opportunities accessible to all learners	59	18	24	1	0	**2.66**	99%	0
Is committed to linking subject content to real life issues	54	22	26	0	0	**2.64**	100%	0
Commits to making accommodations in assessments for all learners	58	13	26	4	1	**2.60**	95%	0
Is committed to planning learning opportunities that promote student growth	67	13	21	0	1	**2.71**	99%	0
Values the exploration of how to use new and emerging technologies to promote student learning	51	17	29	4	0	**2.57**	96%	1
Maintains a positive attitude in professional settings	82	11	7	2	0	**2.85**	98%	0
Commits to professional appearance in dress and grooming	85	7	9	1	0	**2.86**	99%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	85	10	7	0	0	**2.88**	100%	0
Values appropriate interpersonal relationships in all settings	75	14	13	0	0	**2.80**	100%	0
Is dependable: prepared, on time	76	10	15	1	0	**2.79**	99%	0
Is approachable: nonthreatening, positive	89	8	5	0	0	**2.91**	100%	0
Receives/uses constructive feedback professionally	67	14	18	2	0	**2.72**	98%	1
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	65	14	18	1	0	**2.73**	99%	4
Communicates professionally through electronic means (email, social media, course management system)	75	8	16	0	0	**2.80**	100%	3
Communicates professionally in oral language when working with stakeholders	69	8	17	1	1	**2.74**	98%	6
Accepts responsibility for personal actions and behaviors	84	7	11	0	0	**2.86**	100%	0
Total number of ratings for each score level	1534	309	359	25	3			15
Percentage	68.8%	13.9%	16.1%	1.1%	0.1%	**2.75**	98.7%	

Teaching Candidate Disposition Self-Assessment

Fall 2019 –Spring 2021 (4 cycles of ratings from teacher candidates near the end of the methods field experience and prior to student teaching)

	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher	Not Observed
Respects learners' developmental strengths and needs	128	35	18	1	0	2.8	99%	0
Believes that all students can learn and achieve	160	14	7	0	0	2.92	100%	0
Commits to knowing about the cultures and communities that impact their students	102	38	36	5	0	2.65	97%	0
Displays a commitment to provide equitable learning and development opportunities for all	125	27	27	2	0	2.76	99%	0
Engages learners in decision-making for purposeful learning	115	26	35	4	0	2.7	98%	1
Engages learners in collaborative learning	124	24	31	1	0	2.75	99%	1
Commits to making learning opportunities accessible to all learners	115	31	33	1	0	2.72	99%	0
Is committed to linking subject content to real life issues	107	36	35	2	0	2.69	99%	0
Commits to making accommodations in assessments for all learners	105	29	37	8	1	2.64	95%	0
Is committed to planning learning opportunities that promote student growth	125	22	31	0	1	2.75	99%	0
Values the exploration of how to use new and emerging technologies to promote student learning	101	28	42	7	0	2.63	96%	1
Maintains a positive attitude in professional settings	146	18	13	2	0	2.86	99%	0
Commits to professional appearance in dress and grooming	147	17	14	1	0	2.87	99%	0
Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics	155	14	10	0	0	2.91	100%	0
Values appropriate interpersonal relationships in all settings	140	22	17	0	0	2.84	100%	0
Is dependable: prepared, on time	134	18	23	3	1	2.78	98%	0
Is approachable: nonthreatening, positive	157	14	7	1	0	2.91	99%	0
Receives/uses constructive feedback professionally	131	20	25	2	0	2.79	99%	1
Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders	120	23	29	2	0	2.75	99%	5
Communicates professionally through electronic means (email, social media, course management system)	131	19	24	1	1	2.79	99%	3
Communicates professionally in oral language when working with stakeholders	125	17	27	2	1	2.76	98%	7
Accepts responsibility for personal actions and behaviors	149	10	20	0	0	2.86	100%	0
Total number of ratings for each score level	2842	502	541	45	5			19
Percentage	73.2%	12.9%	13.9%	1.2%	0.1%	**2.78**	98.6%	

Field Experience Data Related to Dispositions

Rating form used by cooperating teachers for EDUC 250 Field Experience

	Unsatisfactory (1)	**Needs Improvement (2)**	**Satisfactory (3)**
Item	*The teacher candidate…*	*The teacher candidate…*	*The teacher candidate…*
Punctuality and Attendance	was late and/or did not attend more than half of the scheduled visits.	was late or did not attend 1-2 of the scheduled visits without a reasonable explanation.	was reliable and attended all scheduled visits or provided a reasonable explanation.
Candidate Engagement	did not engage, even with prompting, or was distracted by non-classroom activities.	appeared distracted and/or needed prompting to engage in classroom activities.	was engaged in classroom activities.
Appearance and Attire	was not well kept and/or attire was inappropriate.	inconsistently displayed professional and appropriate appearance and attire.	consistently displayed professional and appropriate appearance and attire.
Communication	communicated inappropriately or ineffectively with students and the cooperating teacher.	was not consistent in communicating appropriately and effectively with students and the cooperating teacher.	communicated appropriately and effectively with students and the cooperating teacher.

The Valley City State University School of Education developed this form through the combination of discussion sessions from VCSU assessment work group field experience personnel, two forms shared by North Dakota State University, focus group and pilot feedback comments from cooperating teachers in partner schools.

Fall 2019-Spring 2020 (Teacher candidate ratings completed by cooperating teachers)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	**% Satisfactory (3)**	Count
Punctuality and Attendance	**2.99**	0%	1%	**99%**	181
Candidate Engagement	**2.93**	0%	7%	**93%**	181
Appearance and Attire	**2.99**	0%	1%	**99%**	181
Communication	**2.97**	0%	3%	**97%**	179

Fall 2019-Spring 2021 (4 cycles of data -Teacher candidate ratings completed by cooperating teachers)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	**% Satisfactory (3)**	Count
Punctuality and Attendance	**2.99**	0%	1%	**99%**	318
Candidate Engagement	**2.94**	0%	6%	**94%**	318
Appearance and Attire	**2.98**	0%	1%	**99%**	318
Communication	**2.98**	0%	2%	**98%**	317

Field Experience Data Related to Dispositions

Methods Field Experience

EDUC 350/351 Field Experience Standards: CAEP 2.1 and 2.3

Rating form used by cooperating teachers for EDUC 350/351 Field Experience

	Unsatisfactory (1)	Needs Improvement (2)	Satisfactory (3)
Item	*The teacher candidate…*	*The teacher candidate…*	*The teacher candidate…*
Punctuality and Attendance	was late and/or did not attend more than half of the scheduled visits.	was late or did not attend 1-2 of the scheduled visits without a reasonable explanation.	was reliable and attended all scheduled visits or provided a reasonable explanation.
Candidate Engagement	did not engage, even with prompting, or was distracted by non-classroom activities.	appeared distracted and/or needed prompting to engage in classroom activities.	was engaged in classroom activities.
Appearance and Attire	was not well kept and/or attire was inappropriate.	inconsistently displayed professional and appropriate appearance and attire.	consistently displayed professional and appropriate appearance and attire.
Communication	communicated inappropriately or ineffectively with students and the cooperating teacher.	was not consistent in communicating appropriately and effectively with students and the cooperating teacher.	communicated appropriately and effectively with students and the cooperating teacher.
Collaborates with Cooperating Teacher	did not collaborate with the cooperating teacher.	had limited collaboration with the cooperating teacher.	collaborated effectively with the cooperating teacher.

The Valley City State University School of Education developed this form through the combination of discussion sessions from VCSU assessment work group field experience personnel, two forms shared by North Dakota State University, focus group and pilot feedback comments from cooperating teachers in partner schools.

Fall 2019 - Spring 2020 (Teacher candidate ratings completed by cooperating teachers)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Not Applicable Count	Count
Punctuality and Attendance	2.98	0%	2%	**98%**	0	213
Candidate Engagement	2.96	0%	3%	**97%**	0	212
Appearance and Attire	3.00	0%	0%	**100%**	0	213
Communication	3.00	0%	1%	**99%**	0	213
Collaborates with Cooperating Teacher	2.98	0%	2%	**98%**	0	209

Fall 2019 - Spring 2021 (Teacher candidate ratings completed by cooperating teachers)

Item	Mean	% Unsatisfactory (1)	% Needs Improvement (2)	% Satisfactory (3)	Not Applicable Count	Count
Punctuality and Attendance	2.99	0%	1%	**99%**	0	334
Candidate Engagement	2.95	0%	4%	**95%**	0	333
Appearance and Attire	3.00	0%	0%	**100%**	0	334
Communication	2.99	0%	1%	**99%**	0	334
Collaborates with Cooperating Teacher	2.98	0%	2%	**98%**	0	209

Spring 2019 Pilot Disposition Data

3 = Exceeds Expectations**, 2.5 In addition to rating of 2, partial success at rating of 3, **2 = Meets Expectations**, 1.5 In addition to rating of 1, partial success at rating of 2, **1 = Needs Improvement

	Disposition Item - Rated by cooperating teachers *The teacher candidate…*	Mean	Max	Min	Standard Deviation	Count 3	Count 2.5	Count 2	Count 1.5	Count 1	Percent 3	Percent 2.5	Percent 2	Percent 1.5	Percent 1	Total
	InTASC Standards 1-3 Learner and Learning															
1	**Respects learners' developmental strengths and needs** (InTASC 1.h) (Danielson 1b) (Marzano 19,20) (MCEE II.A.3;III B.1, III.B.2-3)	2.41	3	1.5	0.44	17	15	24	2	0	29.3%	25.9%	41.4%	3.4%	0.0%	58
2	**Believes that all students can learn and achieve** (InTASC 2.l, 2.n) (Danielson 2.b)(Marzano 19) (MCEE II.A.3)	2.47	3	1.5	0.47	21	16	18	3	0	36.2%	27.6%	31.0%	5.2%	0.0%	58
3	**Commits to knowing about the cultures and communities that impact their students** (InTASC 2.m, 2.n, 2.o, 3.n) (Marzano 19) (MCEE II.A.3; III.A.1, 3; III.B.1, III.B.2, III.B.3)	2.26	3	1.5	0.47	12	10	29	5	0	21.4%	17.9%	51.8%	8.9%	0.0%	56
4	**Displays a commitment to provide equitable learning and development opportunities for all** (InTASC 3.n, 3.o) (Danielson 2a) (MCEE I.C.5; II.A.1, II.A.3; II.C.1; III:A.1)	2.41	3	1.5	0.41	15	19	23	1	0	25.9%	32.8%	39.7%	1.7%	0.0%	58
5	**Engages learners in decision-making for purposeful learning** (InTASC 3.p)(Danielson 3c)(Marzano 18) (MCEE III.A.2)	2.35	3	1	0.49	14	18	20	4	1	24.6%	31.6%	35.1%	7.0%	1.8%	57
6	**Engages learners in collaborative learning** (InTASC 3.o, 3.p, 3.q) (Danielson 3c)(Marzano 16) (MCEE III.A.2)	2.33	3	1.5	0.44	13	15	27	3	0	22.4%	25.9%	46.6%	5.2%	0.0%	58
	InTASC Standards 4-5 Content															
7	**Commits to making learning opportunities accessible to all learners resulting in understanding disciplinary content and skills** (InTASC 4.r) (Danielson 3c)(Marzano 2) (MCEE II.A.1,II.A.3; II.C.1; III.B.1)	2.37	3	1.5	0.44	14	18	23	3	0	24.1%	31.0%	39.7%	5.2%	0.0%	58
8	**Is committed to linking subject content to real life issues** (InTASC 5.q, 5.s)(Marzano 2) (MCEE II.A.1, II.A.3; II.C.1)	2.29	3	1	0.49	12	17	23	5	1	20.7%	29.3%	39.7%	8.6%	1.7%	58
	InTASC Standards 6-8 Instructional Practice															
9	**Commits to making accommodations in assessments for all learners** (InTASC 6.t, 6.u, 6.v) (Danielson 3d) (MCEE I.C.5; II.C.1-3; III.A.1; IV.A.2)	2.26	3	1	0.42	8	18	28	2	1	14.0%	31.6%	49.1%	3.5%	1.8%	57
10	**Is committed to planning learning opportunities that promote student growth** (InTASC 7.n, 7.p, 4.r, 9.l)(Danielson 1a)(Marzano 3) (MCEE II.A.1, II.A.3, C.1-2; III.A.1, B.3; IV.B.4)	2.34	3	1.5	0.48	15	16	21	6	0	25.9%	27.6%	36.2%	10.3%	0.0%	58
11	**Values the exploration of how to use new and emerging technologies to promote student learning** (InTASC 8.q, 8.r) (Danielson 1d) (MCEE II.A.1, II.A.3, C.1-2; III.A.1, B.3; IV.B.4)	2.28	3	1	0.55	18	7	24	8	1	31.0%	12.1%	41.4%	13.8%	1.7%	58

	InTASC Standards 9-10 Professional Responsibility	Mean	Max	Min	Standard Deviation	Count 3	Count 2.5	Count 2	Count 1.5	Count 1	Percent 3	Percent 2.5	Percent 2	Percent 1.5	Percent 1	Total
12	**Maintains a positive attitude in professional settings** (InTASC 9.m, 9.n)(Danielson 4d)(Marzano 21) (MCEE IV.B.2, IV.B.8)	2.71	3	1.5	0.41	34	16	6	2	0	58.6%	27.6%	10.3%	3.4%	0.0%	58
13	**Commits to professional appearance in dress and grooming** (InTASC 9.o)(Marzano 21) (MCEE III A.4)	2.70	3	2	0.40	34	13	11	0	0	58.6%	22.4%	19.0%	0.0%	0.0%	58
14	**Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics** (InTASC 9.o) (Danielson 4f)(Marzano 21) (MCEE I, II, III, IV, V)	2.65	3	2	0.43	32	11	15	0	0	55.2%	19.0%	25.9%	0.0%	0.0%	58
15	**Values appropriate interpersonal relationships in all settings** (InTASC 3.n, 9.o, 10.r) (Danielson 4.f) (Marzano 23) (MCEE I.B.3-4,C.1-5, III.A.1,6-9, B.1-3, IV.B.1-2, 5,E.1-4)	2.57	3	1.5	0.46	28	11	18	1	0	48.3%	19.0%	31.0%	1.7%	0.0%	58
16	**Is dependable: prepared, on time** (InTASC 9.o) (Danielson 4f)(Marzano 21) (MCEE I. A.4, I.A.5)	2.52	3	1.5	0.47	23	17	15	3	0	39.7%	29.3%	25.9%	5.2%	0.0%	58
17	**Is approachable: nonthreatening, positive** (InTASC 10.q, 10.r)(Marzano 23) (MCEE I.B.3, IV.B.1-2,8)	2.69	3	1.5	0.42	34	13	10	1	0	58.6%	22.4%	17.2%	1.7%	0.0%	58
18	**Receives/uses constructive feedback professionally** (InTASC 10.t)(Danielson 4d)(Marzano 22) (MCEE II.A.6.)	2.62	3	2	0.40	27	18	13	0	0	46.6%	31.0%	22.4%	0.0%	0.0%	58
19	**Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders** (InTASC 10.p, 10.q, 10.r, 10.s)(Danielson 4c)(Marzano 23) (MCEE I.A.5, III.A.2-3, IV.A.1)	2.46	3	1.5	0.49	22	12	21	3	0	37.9%	20.7%	36.2%	5.2%	0.0%	58
20	**Communicates professionally through electronic means (email, social media, course management system)** (InTASC 10.q, 10.r) (Danielson 4c) (MCEE III.A.2-3, IV.A.1, V.A.1, V.A.3, V.A.5, V.A.6, V.A.7, V.C.1, V.C.2, V.C.3)	2.35	3	1	0.49	17	7	29	1	1	30.9%	12.7%	52.7%	1.8%	1.8%	55
21	**Communicates professionally in oral language when working with stakeholders** (InTASC 10.p, 10.q, 10.r, 10.s) (Danielson 4c)**(MCEE I, II, III, IV, V)**	2.42	3	1.5	0.45	19	11	26	1	0	33.3%	19.3%	45.6%	1.8%	0.0%	57
22	**Accepts responsibility for personal actions and behaviors** (InTASC 9.l, 10.p) (Danielson 4f) (MCEE I, II, III, IV, V)	2.55	3	2	0.43	24	14	18	0	0	42.9%	25.0%	32.1%	0.0%	0.0%	56

3 = Exceeds Expectations, *2.5 In addition to rating of 2, partial success at rating of 3,* ***2 = Meets Expectations***, *1.5 In addition to rating of 1, partial success at rating of 2,* ***1 = Needs Improvement***

The "Not Observed" option was used 10 times by cooperating teachers: 22 ratings x 58 raters = 1276 total ratings (about 8 tenths of 1% were marked as "Not Observed").

Three highest mean score ratings	Three lowest mean score ratings
Item 12 –(2.71) Maintains a positive attitude in professional settings	Item 3– (2.26) Commits to knowing about the cultures and communities that impact their students
Item 13 –(2.70) Commits to professional appearance in dress and grooming	Item 9– (2.26) Commits to making accommodations in assessments for all learners
Item 17 –(2.69) Is approachable: nonthreatening, positive	Item 11– (2.28) Values the exploration of how to use new and emerging technologies to promote student learning

Historic: Dispositions: Spring 2012 – Spring 2019
By Field Experience

INTRODUCTION: SPRING 2012-SPRING 2019 *THE DATA ARE BASED ON K-12 COOPERATING TEACHER RATINGS FOR CANDIDATES IN INTRODUCTION TO EDUCATION FIELD EXPERIENCES.*	**NOT APPLICABLE**	**UNACCEPTABLE**	**IMPROVEMENT NEEDED**	**ACCEPTABLE**	**% UNACCEPTABLE**	**% IMPROVEMENT NEEDED**
BEING FAIR AND JUST	15	2	1	863	0.23%	0.11%
SHOWING RESPECT AND VALUE TO ALL STUDENTS	10	2	1	868	0.23%	0.11%
SHOWING RESPECT FOR CULTURAL AND FAMILY TRADITIONS OF ALL STUDENTS	79	1	2	799	0.11%	0.23%
EXHIBITING THE BELIEF THAT ALL STUDENTS CAN LEARN	41	2	10	828	0.23%	1.14%
BEING RESPONSIBLE AND ACCOUNTABLE FOR DECISIONS AND ACTIONS	17	3	19	841	0.34%	2.16%
COMPLYING WITH COURSE AND PROGRAM POLICIES AND EXPECTATIONS	11	5	12	854	0.57%	1.36%
BEING PUNCTUAL AND PREPARED FOR CLASS	12	6	26	837	0.68%	2.95%
MODELING PROFESSIONAL ETHICS	14	3	10	853	0.34%	1.14%
LISTENING TO OTHERS AND BEING REFLECTIVE FOR GROWTH AND IMPROVEMENT	17	2	8	854	0.23%	0.91%
WORKING COLLABORATIVELY WITH EQUITABLE TREATMENT OF ALL PROFESSIONAL COLLEAGUES	96	3	3	780	0.34%	0.34%
LISTENING TO OTHERS AND BEING RESPECTFUL TO COLLEAGUES IN THE SCHOOL SYSTEM	66	2	2	811	0.23%	0.23%
PARTICIPATES IN ACTIVITIES INVOLVING COMMUNICATION WITH PARENTS	536	1	1	343	0.11%	0.11%
MAKING THE EFFORT TO UNDERSTAND AND RESPECT THE VALUES AND TRADITIONS OF DIVERSE CULTURES	202	2	3	674	0.23%	0.34%

METHODS, PRACTICUM, OR DIVERSITY DISPOSITION: SPRING 2012-SPRING 2019 *THE DATA ARE BASED ON K-12 COOPERATING TEACHER RATINGS FOR CANDIDATES IN METHODS OR DIVERSITY PRACTICUM FIELD EXPERIENCES.*	**NOT APPLICABLE**	**UNACCEPTABLE**	**IMPROVEMENT NEEDED**	**ACCEPTABLE**	**% UNACCEPTABLE**	**% IMPROVEMENT NEEDED**
BEING FAIR AND JUST	56	2	12	2260	0.09%	0.52%
SHOWING RESPECT AND VALUE TO ALL STUDENTS	13	1	10	2304	0.04%	0.43%
SHOWING RESPECT FOR CULTURAL AND FAMILY TRADITIONS OF ALL STUDENTS	154	1	8	2164	0.04%	0.34%
EXHIBITING THE BELIEF THAT ALL STUDENTS CAN LEARN	24	1	10	2292	0.04%	0.43%
BEING RESPONSIBLE AND ACCOUNTABLE FOR DECISIONS AND ACTIONS	12	12	62	2241	0.52%	2.66%
COMPLYING WITH COURSE AND PROGRAM POLICIES AND EXPECTATIONS	14	16	59	2238	0.69%	2.54%
BEING PUNCTUAL AND PREPARED FOR CLASS	11	22	105	2190	0.95%	4.51%
MODELING PROFESSIONAL ETHICS	13	7	36	2271	0.3%	1.55%
LISTENING TO OTHERS AND BEING REFLECTIVE FOR GROWTH AND IMPROVEMENT	13	6	29	2279	0.26%	1.25%
WORKING COLLABORATIVELY WITH EQUITABLE TREATMENT OF ALL PROFESSIONAL COLLEAGUES	93	3	16	2214	0.13%	0.69%
LISTENING TO OTHERS AND BEING RESPECTFUL TO COLLEAGUES IN THE SCHOOL SYSTEM	134	1	16	2174	0.04%	0.69%
PARTICIPATES IN ACTIVITIES INVOLVING COMMUNICATION WITH PARENTS	552	1	24	1749	0.04%	1.03%
MAKING THE EFFORT TO UNDERSTAND AND RESPECT THE VALUES AND TRADITIONS OF DIVERSE CULTURES	188	1	10	2127	0.04%	0.43%

STUDENT TEACHING DISPOSITIONS: SPRING 2012-SPRING 2019 *THE DATA ARE BASED ON K-12 COOPERATING TEACHER RATINGS FOR STUDENT TEACHERS.*	Not Applicable	Unacceptable	Improvement Needed	Acceptable	% Unacceptable	% Improvement Needed
BEING FAIR AND JUST	2	0	3	922	0%	0.32%
SHOWING RESPECT AND VALUE TO ALL STUDENTS	2	0	5	920	0%	0.54%
SHOWING RESPECT FOR CULTURAL AND FAMILY TRADITIONS OF ALL STUDENTS	11	0	3	912	0%	0.32%
EXHIBITING THE BELIEF THAT ALL STUDENTS CAN LEARN	3	0	13	910	0%	1.4%
BEING RESPONSIBLE AND ACCOUNTABLE FOR DECISIONS AND ACTIONS	2	1	16	907	0.11%	1.73%
COMPLYING WITH COURSE AND PROGRAM POLICIES AND EXPECTATIONS	2	0	16	911	0%	1.72%
BEING PUNCTUAL AND PREPARED FOR CLASS	4	1	41	883	0.11%	4.41%
MODELING PROFESSIONAL ETHICS	2	1	16	908	0.11%	1.73%
LISTENING TO OTHERS AND BEING REFLECTIVE FOR GROWTH AND IMPROVEMENT	2	2	17	906	0.22%	1.83%
WORKING COLLABORATIVELY WITH EQUITABLE TREATMENT OF ALL PROFESSIONAL COLLEAGUES	5	0	5	917	0%	0.54%
LISTENING TO OTHERS AND BEING RESPECTFUL TO COLLEAGUES IN THE SCHOOL SYSTEM	3	0	5	919	0%	0.54%
PARTICIPATES IN ACTIVITIES INVOLVING COMMUNICATION WITH PARENTS	51	0	12	863	0%	1.3%
MAKING THE EFFORT TO UNDERSTAND AND RESPECT THE VALUES AND TRADITIONS OF DIVERSE CULTURES	24	0	6	896	0%	0.65%

VCSU ON-CAMPUS DISPOSITION: SPRING 2012-SPRING 2019 *THE DATA ARE BASED ON RATINGS BY COOPERATING TEACHERS FOR CANDIDATES IN FIELD EXPERIENCES AND BY VCSU FACULTY MEMBERS TEACHING METHODS COURSES.*	**NOT APPLICABLE**	**UNACCEPTABLE**	**IMPROVEMENT NEEDED**	**ACCEPTABLE**	**% UNACCEPTABLE**	**% IMPROVEMENT NEEDED**
BEING FAIR AND JUST	16	2	8	1610	0.12%	0.49%
SHOWING RESPECT AND VALUE TO ALL STUDENTS	17	1	6	1612	0.06%	0.37%
SHOWING RESPECT FOR CULTURAL AND FAMILY TRADITIONS OF ALL STUDENTS	81	1	7	1545	0.06%	0.43%
EXHIBITING THE BELIEF THAT ALL STUDENTS CAN LEARN	33	1	16	1585	0.06%	0.98%
BEING RESPONSIBLE AND ACCOUNTABLE FOR DECISIONS AND ACTIONS	15	7	43	1569	0.43%	2.63%
COMPLYING WITH COURSE AND PROGRAM POLICIES AND EXPECTATIONS	14	8	35	1579	0.49%	2.14%
BEING PUNCTUAL AND PREPARED FOR CLASS	14	13	84	1525	0.79%	5.13%
MODELING PROFESSIONAL ETHICS	16	5	28	1585	0.31%	1.71%
LISTENING TO OTHERS AND BEING REFLECTIVE FOR GROWTH AND IMPROVEMENT	15	5	24	1591	0.31%	1.47%
WORKING COLLABORATIVELY WITH EQUITABLE TREATMENT OF ALL PROFESSIONAL COLLEAGUES	97	4	5	1530	0.24%	0.31%
LISTENING TO OTHERS AND BEING RESPECTFUL TO COLLEAGUES IN THE SCHOOL SYSTEM	80	2	10	1542	0.12%	0.61%
PARTICIPATES IN ACTIVITIES INVOLVING COMMUNICATION WITH PARENTS	543	1	10	1078	0.06%	0.61%
MAKING THE EFFORT TO UNDERSTAND AND RESPECT THE VALUES AND TRADITIONS OF DIVERSE CULTURES	220	2	11	1401	0.12%	0.67%

Historic: Evidence of Dispositions by Delivery Mode

VCSU ONLINE DISPOSITION: SPRING 2012-SPRING 2019 *THE DATA ARE BASED ON RATINGS BY COOPERATING TEACHERS FOR CANDIDATES IN FIELD EXPERIENCES AND BY VCSU FACULTY MEMBERS TEACHING METHODS COURSES.*	NOT APPLICABLE	UNACCEPTABLE	IMPROVEMENT NEEDED	ACCEPTABLE	% UNACCEPTABLE	% IMPROVEMENT NEEDED
BEING FAIR AND JUST	6	1	0	172	0.56%	0%
SHOWING RESPECT AND VALUE TO ALL STUDENTS	3	0	0	175	0%	0%
SHOWING RESPECT FOR CULTURAL AND FAMILY TRADITIONS OF ALL STUDENTS	19	0	0	159	0%	0%
EXHIBITING THE BELIEF THAT ALL STUDENTS CAN LEARN	8	0	2	168	0%	1.12%
BEING RESPONSIBLE AND ACCOUNTABLE FOR DECISIONS AND ACTIONS	5	0	2	171	0%	1.12%
COMPLYING WITH COURSE AND PROGRAM POLICIES AND EXPECTATIONS	6	0	3	169	0%	1.69%
BEING PUNCTUAL AND PREPARED FOR CLASS	4	0	10	164	0%	5.62%
MODELING PROFESSIONAL ETHICS	3	0	2	173	0%	1.12%
LISTENING TO OTHERS AND BEING REFLECTIVE FOR GROWTH AND IMPROVEMENT	5	0	2	171	0%	1.12%
WORKING COLLABORATIVELY WITH EQUITABLE TREATMENT OF ALL PROFESSIONAL COLLEAGUES	14	0	1	163	0%	0.56%
LISTENING TO OTHERS AND BEING RESPECTFUL TO COLLEAGUES IN THE SCHOOL SYSTEM	11	0	1	166	0%	0.56%
PARTICIPATES IN ACTIVITIES INVOLVING COMMUNICATION WITH PARENTS	59	0	2	117	0%	1.12%
MAKING THE EFFORT TO UNDERSTAND AND RESPECT THE VALUES AND TRADITIONS OF DIVERSE CULTURES	29	0	1	148	0%	0.56%

NDSU ELEMENTARY DISPOSITION: SPRING 2012-SPRING 2019 *THE DATA ARE BASED ON RATINGS BY COOPERATING TEACHERS FOR CANDIDATES IN FIELD EXPERIENCES AND BY VCSU FACULTY MEMBERS TEACHING METHODS COURSES.*	NOT APPLICABLE	UNACCEPTABLE	IMPROVEMENT NEEDED	ACCEPTABLE	% UNACCEPTABLE	% IMPROVEMENT NEEDED
BEING FAIR AND JUST	48	1	3	1526	0.06%	0.19%
SHOWING RESPECT AND VALUE TO ALL STUDENTS	2	2	5	1569	0.13%	0.32%
SHOWING RESPECT FOR CULTURAL AND FAMILY TRADITIONS OF ALL STUDENTS	126	1	3	1448	0.06%	0.19%
EXHIBITING THE BELIEF THAT ALL STUDENTS CAN LEARN	22	2	5	1549	0.13%	0.32%
BEING RESPONSIBLE AND ACCOUNTABLE FOR DECISIONS AND ACTIONS	6	4	30	1538	0.25%	1.9%
COMPLYING WITH COURSE AND PROGRAM POLICIES AND EXPECTATIONS	3	5	29	1543	0.32%	1.84%
BEING PUNCTUAL AND PREPARED FOR CLASS	5	9	57	1508	0.57%	3.61%
MODELING PROFESSIONAL ETHICS	6	3	19	1550	0.19%	1.2%
LISTENING TO OTHERS AND BEING REFLECTIVE FOR GROWTH AND IMPROVEMENT	8	3	18	1549	0.19%	1.14%
WORKING COLLABORATIVELY WITH EQUITABLE TREATMENT OF ALL PROFESSIONAL COLLEAGUES	77	2	11	1487	0.13%	0.7%
LISTENING TO OTHERS AND BEING RESPECTFUL TO COLLEAGUES IN THE SCHOOL SYSTEM	107	1	9	1460	0.06%	0.57%
PARTICIPATES IN ACTIVITIES INVOLVING COMMUNICATION WITH PARENTS	471	1	23	1082	0.06%	1.46%
MAKING THE EFFORT TO UNDERSTAND AND RESPECT THE VALUES AND TRADITIONS OF DIVERSE CULTURES	146	1	5	1426	0.06%	0.32%

WYOMING ELEMENTARY DISPOSITION: SPRING 2012-SPRING 2019 ***THE DATA ARE BASED ON RATINGS BY COOPERATING TEACHERS FOR CANDIDATES IN FIELD EXPERIENCES AND BY VCSU FACULTY MEMBERS TEACHING METHODS COURSES.***	**NOT APPLICABLE**	**UNACCEPTABLE**	**IMPROVEMENT NEEDED**	**ACCEPTABLE**	**% UNACCEPTABLE**	**% IMPROVEMENT NEEDED**
BEING FAIR AND JUST	1	0	3	459	0%	0.65%
SHOWING RESPECT AND VALUE TO ALL STUDENTS	1	0	4	458	0%	0.86%
SHOWING RESPECT FOR CULTURAL AND FAMILY TRADITIONS OF ALL STUDENTS	8	0	3	452	0%	0.65%
EXHIBITING THE BELIEF THAT ALL STUDENTS CAN LEARN	2	0	9	452	0%	1.94%
BEING RESPONSIBLE AND ACCOUNTABLE FOR DECISIONS AND ACTIONS	3	0	12	448	0%	2.59%
COMPLYING WITH COURSE AND PROGRAM POLICIES AND EXPECTATIONS	2	0	9	452	0%	1.94%
BEING PUNCTUAL AND PREPARED FOR CLASS	2	1	9	451	0.22%	1.94%
MODELING PROFESSIONAL ETHICS	2	0	6	455	0%	1.3%
LISTENING TO OTHERS AND BEING REFLECTIVE FOR GROWTH AND IMPROVEMENT	2	1	7	453	0.22%	1.51%
WORKING COLLABORATIVELY WITH EQUITABLE TREATMENT OF ALL PROFESSIONAL COLLEAGUES	3	0	5	455	0%	1.08%
LISTENING TO OTHERS AND BEING RESPECTFUL TO COLLEAGUES IN THE SCHOOL SYSTEM	2	0	2	459	0%	0.43%
PARTICIPATES IN ACTIVITIES INVOLVING COMMUNICATION WITH PARENTS	23	0	2	438	0%	0.43%
MAKING THE EFFORT TO UNDERSTAND AND RESPECT THE VALUES AND TRADITIONS OF DIVERSE CULTURES	11	0	2	449	0%	0.43%

TBC ELEMENTARY DISPOSITION: SPRING 2012-SPRING 2019 *THE DATA ARE BASED ON RATINGS BY COOPERATING TEACHERS FOR CANDIDATES IN FIELD EXPERIENCES AND BY VCSU FACULTY MEMBERS TEACHING METHODS COURSES.*	**NOT APPLICABLE**	**UNACCEPTABLE**	**IMPROVEMENT NEEDED**	**ACCEPTABLE**	**% UNACCEPTABLE**	**% IMPROVEMENT NEEDED**
BEING FAIR AND JUST	0	0	1	96	0%	1.03%
SHOWING RESPECT AND VALUE TO ALL STUDENTS	0	0	1	96	0%	1.03%
SHOWING RESPECT FOR CULTURAL AND FAMILY TRADITIONS OF ALL STUDENTS	2	0	0	95	0%	0%
EXHIBITING THE BELIEF THAT ALL STUDENTS CAN LEARN	0	0	0	96	0%	0%
BEING RESPONSIBLE AND ACCOUNTABLE FOR DECISIONS AND ACTIONS	0	1	1	94	1.04%	1.04%
COMPLYING WITH COURSE AND PROGRAM POLICIES AND EXPECTATIONS	0	1	1	95	1.03%	1.03%
BEING PUNCTUAL AND PREPARED FOR CLASS	0	1	1	95	1.03%	1.03%
MODELING PROFESSIONAL ETHICS	0	1	1	95	1.03%	1.03%
LISTENING TO OTHERS AND BEING REFLECTIVE FOR GROWTH AND IMPROVEMENT	0	0	0	97	0%	0%
WORKING COLLABORATIVELY WITH EQUITABLE TREATMENT OF ALL PROFESSIONAL COLLEAGUES	1	0	1	95	0%	1.03%
LISTENING TO OTHERS AND BEING RESPECTFUL TO COLLEAGUES IN THE SCHOOL SYSTEM	1	0	0	96	0%	0%
PARTICIPATES IN ACTIVITIES INVOLVING COMMUNICATION WITH PARENTS	8	0	0	89	0%	0%
MAKING THE EFFORT TO UNDERSTAND AND RESPECT THE VALUES AND TRADITIONS OF DIVERSE CULTURES	5	0	0	92	0%	0%

Essential Dispositions: Report Prepared on August 21, 2018

The North Dakota Association of Colleges for Teacher Education (NDACTE), a statewide organization comprised of representatives from every teacher preparation institution in North Dakota, has a subcommittee developing an instrument to assess professional dispositions* of teacher candidates. The items selected for a draft of key disposition items to assess are compiled from Interstate Teacher Assessment and Support Consortium (InTASC) standards and have been cross walked with the work of Charlotte Danielson and Robert Marzano. InTASC defines dispositions as follows: **The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)*

The C. H. Lawshe method was used to provide evidence of **content validity by gauging agreement among raters or judges regarding how essential a particular item is to assess a performance or construct.** Lawshe (1975) proposed that each of the subject matter expert raters (SMEs) on the judging panel respond to the following question for each item: "Is the skill or knowledge measured by this item 'essential,' 'useful, but not essential,' or 'not necessary' to the performance of the construct?" If more than half the panelists indicate an item is essential, that item has at least some content validity. Greater levels of content validity exist as larger numbers of panelists agree a particular item is essential. Using these assumptions, Lawshe developed a formula termed the content validity ratio, CVR = [(E - (N / 2)) / (N / 2)].

Procedure

Eighty-three **subject matter experts (SMEs)** reviewed 43 InTASC dispositional items and rated them as "Essential", "Useful, but not Essential", or "Not Necessary". All were involved with education in North Dakota schools. Teacher Education Faculty and/or University Supervisors (59), PK-12 Cooperating Teachers (16), PK-12 Administrators (7), Other (1). The response ratings were tallied, and a Content Validity Ratio (CVR) was established using the following formula, using the total number of experts (N) and the number who rated the descriptor as essential (E): CVR = [(E - (N / 2)) / (N / 2)]

The following information is from a CAEP recommendation from a PowerPoint prepared by Dr. Stevie Chepko, Senior VP for Accreditation (Retrieved on October 17, 2017, from https://www.education.ne.gov/wp-content/uploads/2017/07/NE-ContentValidityReliability.pdf)

- CVR is calculated for each indicator
- A minimum value of the CVR is based on the number of panelists and is on a CVR Table
- CVR values range from -1.0 to + 1.0 The closer to 1.0 the CVR is, the more essential the object is considered to be. Conversely, the closer to -1.0 the CVR is, the more non-essential it is.
- The more panelists the lower the CVR value
  - 5 panelists - requires a minimum CVR value of .99
  - 15 panelists - requires a minimum CVR value of .49
  - 40 panelists - requires a minimum CVR value of .29
  - **83 panelists (the NDACTE survey total) - requires a minimum CVR value of .205**
- The process allows for the retention or rejection of individual items

The number of panelists exceeded the CAEP values provided by Dr. Chepko. Dr. Brent Hill (NDSU) calculated a table for higher "N" values using the work of Ayre and Scally (2014). The calculations are very slightly different from the critical values from Wilson et al. (2012) and Lawshe (1975) but considered to produce even more precise critical values. With 83 panelists, the critical number of "Essential" responses calculated to be 50 with a proportion of agreement on the "Essential" rating at 0.602 and a CVR of .205.

The "essential" ratings of 83 SMEs indicated a high enough level of agreement among the raters that *a content validity ratio of 0.205 or higher* were identified for 28 of the 43 dispositional items. The 28 items highlighted in light green have the strongest evidence for retention among the 43 InTASC items. Each of the four InTASC categories had items viewed as "Essential": Learner and Learning (InTASC 1-3) had 8 items; Content (InTASC 4-5) 2 items; Instructional Practice (InTASC 6-8) 5 items; Professional Responsibility (InTASC 9-10) 13 items. Any items with CVR ratings close to .205, such as the two items at 0.195, will be discussed by the subcommittee. The NDACTE subcommittee will consider the data to help narrow down the list of 43 items used to develop a dispositional assessment instrument that is both valid and practical. Additional data from other SMEs will be gathered and discussed before the final decisions are made.

Essential Dispositions - Lawshe Method August 21, 2018

#	Dispositional Attribute	Essential	Useful, but not Essential	Not Necessary	Total	Content Validity Ratio
Learner and Learning (InTASC Standards 1-3) Please rate the following items as "essential", "useful, but not essential", or "not necessary" for assessing professional dispositions of teacher candidates in a teacher preparation program.						
1	Respects learners' developmental strengths/needs (InTASC 1.h) (Danielson 1b) (Marzano 19,20)	62	20	0	82	**0.512**
2	Commits to using learners' strengths as a basis for their growth (InTASC 1.i, 1.j) (Danielson 3c) (Marzano 3,15,20)	49	32	1	82	**0.195**
3	Values input from all stakeholders (e.g., families, colleagues, other professionals) regarding learners' growth/ development (InTASC 1.k, 1.j) (Danielson 4c) (Marzano 3)	45	37	0	82	**0.098**
4	Believes that all students can learn/ achieve (InTASC 2.l, 2.n) (Danielson 2.b) (Marzano 19)	75	5	1	81	**0.852**
5	Responds respectfully to individual needs (InTASC 2.m) (Danielson 2.d) (Marzano 20)	68	12	2	82	**0.659**
6	Commits to knowing about the cultures and communities that impact their students (InTASC 2.m, 2.n, 2.o, 3.n) (Marzano 19)	54	26	1	81	**0.333**
7	Displays a commitment to provide equitable learning and development opportunities for all (InTASC 3.n, 3.o) (Danielson 2a) (Marzano 15,20)	63	16	2	81	**0.556**
8	Believes that the classroom environment greatly affects students' learning (InTASC 3.n, 3.o, 3.p, 3.q) (Danielson 2a) (Marzano 17, 19,20)	64	18	0	82	**0.561**
9	Displays a commitment to developing a thoughtful/ responsive educational community (InTASC 3.q, 3.r) (Danielson 2b) (Marzano 17,19)	40	34	8	82	**-0.024**
10	Engages learners in decision-making for purposeful learning (InTASC 3.p) (Danielson 3c) (Marzano 18)	51	29	2	82	**0.244**
11	Engages learners in collaborative learning (InTASC 3.o, 3.p, 3.q) (Danielson 3c) (Marzano 16)	54	27	1	82	**0.317**

#	Dispositional Attribute	Essential	Useful, but not Essential	Not Necessary	Total	Content Validity Ratio
Content (InTASC Standards 4-5) Please rate the following items as "essential", "useful, but not essential", or "not necessary" for assessing professional dispositions of teacher candidates in a teacher preparation program.						
1	Commits to making learning opportunities accessible to all learners (InTASC 4.r) (Danielson 3c) (Marzano 2)	79	3	0	82	**0.927**
2	Is committed to engaging learners in critical analysis of multiple perspectives to increase learners' content/skill mastery (InTASC 4.p, 4.q, 4.r) (Marzano 4)	38	42	1	81	**-0.062**
3	Is committed to engaging learners in critical/creative thinking as a means to solve local/global issues (InTASC 5q) (Marzano 13)	49	32	1	82	**0.195**
4	Is committed to linking subject content to real life issue (InTASC 5, q, 5.s) (Marzano 2)	56	25	0	81	**0.383**
5	Values student exploration that encourages new discoveries/ meaning (InTASC 5.r, 5.s) (Danielson 3c) (Marzano 11)	46	33	3	82	**0.122**
Instructional Practice (InTASC Standards 6-8) Please rate the following items as "essential", "useful, but not essential", or "not necessary" for assessing professional dispositions of teacher candidates in a teacher preparation program.						
1	Takes responsibility for using student assessment data in teaching and learning (InTASC 6.r, 6.t, 6.v) (Danielson 3.d)	63	19	0	82	**0.537**
2	Commits to engaging learners in the assessment process* [*assessment process = choice of assessment, interpretation of assessment data, communication of assessment data] (InTASC 6.q, 6.s, 6.v) (Danielson 3d) (Marzano 14)	35	45	2	82	**-0.146**
3	Commits to making accommodations in testing/ assessments for all learners (InTASC 6.t, 6.u, 6.v) (Danielson 3d)	71	10	1	82	**0.732**
4	Takes responsibility for aligning assessment and instruction with learning goals/ standards (InTASC 6.r, 6.v) (Danielson 1c) (Marzano 14)	71	11	0	82	**0.732**
5	Is committed to organizing learning opportunities that will promote student growth (InTASC 7.n, 7.p, 4.r, 9.l) (Danielson 1a) (Marzano 3)	64	17	1	82	**0.561**
6	Demonstrates flexibility in planning for learner needs (InTASC 7.n, 7.p, 7.q, 8.p) (Danielson 3e) (Marzano 3)	69	13	0	82	**0.683**
7	Values collaborative planning (InTASC 7.o)	40	43	0	83	**-0.036**
8	Values the use of reciprocity to adapt instruction for learner needs (InTASC 8.p, 8.s) (Danielson 3a) (Marzano 11,12)	29	50	2	81	**-0.284**
9	Values the use of new/ emerging technologies that will promote student learning (InTASC 8.r, 8.q) (Danielson 1d)	43	37	2	82	**0.049**

Professional Responsibility (InTASC Standards 9-10) Please rate the following items as "essential", "useful, but not essential", or "not necessary" for assessing professional dispositions of teacher candidates in a teacher preparation program.						
#	**Dispositional Attribute**	Essential	Useful, but not Essential	Not Necessary	Total	Content Validity Ratio
1	Maintains a positive attitude in academic/ professional settings (InTASC 9.m, 9.n) (Danielson 4d) (Marzano 21)	71	11	0	82	**0.732**
2	Commits to professional appearance in dress and grooming (InTASC 9.o) (Marzano 21)	50	31	0	81	**0.235**
3	Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics (InTASC 9.o) (Danielson 4f) (Marzano 21)	80	3	0	83	**0.928**
4	Values appropriate interpersonal relationships in all settings (InTASC 3.n, 10.r, 9.o) (Danielson 4.f) (Marzano 23)	58	23	2	83	**0.398**
5	Is dependable: prepared, on time (InTASC 9.o) (Danielson 4f) (Marzano 21)	76	7	0	83	**0.831**
6	Values self-assessment reflective practice to overcome limitations and enhance strengths (InTASC 9.l, 9.m, 9.n, 10.t) (Danielson 4.a) (Marzano 22)	58	24	1	83	**0.398**
7	Initiates self-directed learning/ professional development (InTASC 9.l, 9.m, 9.n) (Danielson 4e) (Marzano 23)	40	43	0	83	**-0.036**
8	Is committed to life-long learning by disseminating up-to-date knowledge/ research in the field (InTASC 9.n, 10.p, 10.r, 10.s) (Danielson 4.e) (Marzano 1,22)	41	39	1	81	**0.012**
9	Shows initiative in creating opportunities for positive change with mutual benefit (InTASC 10.p, 10.r, 10.s, 10.t) (Danielson 4.e) (Marzano 23)	30	48	3	81	**-0.259**
10	Is approachable: nonthreatening, positive (InTASC 10.q, 10.r) (Marzano 23)	72	9	1	82	**0.756**
11	Receives/uses constructive feedback professionally (InTASC 10.t) (Danielson 4d) (Marzano 22)	77	6	0	83	**0.855**
12	Contributes professionally to the discussion between stakeholders regarding children's education (InTASC 10.p, 10.q, 10.r, 10.s) (Danielson 4.d) (Marzano 23)	41	39	3	83	**-0.012**
13	Advocates for the developmental/ academic needs of students during collaboration with stakeholders (InTASC 10.p, 10.q) (Danielson 4c, 4f) (Marzano 23)	47	33	3	83	**0.133**
14	Listens actively to stakeholders regarding children's education (InTASC 10.p, 10.q, 10.s) (Danielson 4c) (Marzano 23)	51	31	1	83	**0.229**
15	Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders (InTASC 10.p, 10.q, 10.s) (Danielson 4c) (Marzano 23)	57	26	0	83	**0.373**
16	Communicates professionally through electronic means (email, social media, course mgmt. system) (InTASC 10.q, 10.r) (Danielson 4c)	62	21	0	83	**0.494**
17	Communicates professionally in oral language when working with stakeholders (InTASC 10.p, 10.q, 10.r, 10.s) (Danielson 4c)	67	16	0	83	**0.614**
18	Accepts responsibility for personal actions and behaviors (InTASC 9.l, 10.p) (Danielson 4f)	79	4	0	83	**0.904**