

1.3.e Systematic Assessment of Dispositions

Quality Team 1 created a template for programs to submit concerning their systematic assessment of the Unit dispositions. (Dispositions are embedded in SPA and Program Standards and assessed through the SPA and the Indiana Program Review assessments.) Quality Team 1 proved feedback to each program addressing any gaps that the team identified. Programs made adjustments. The following is a summary of each program’s report on how it systematically assesses dispositions.

Systematic Assessment of Dispositions for Elementary Education Program

Candidates are introduced to SOE dispositions in EDUC F200 prior to DP1. At the first seminar in block 1, the dispositions and national standards are thoroughly reviewed with candidates. The dispositions are reviewed at the first seminar in blocks 2 and 3. The dispositions are included in both the program manual and field/clinical manual.

When Dispositions are Assessed	Description of How The Dispositions are Systematically Assessed
DPI – Application to the program (semester prior to Block 1)	Upon application to the program, evaluations from the pre-requisite course EDUC F200, recorded by the university instructor and cooperating teachers in candidates’ field placements, are reviewed. If dispositional problems were noted, the program coordinator meets with candidates upon admission to discuss the noted concerns.
DP1I— At the beginning of block 2	At the end of block 1, the instructors in block 1 collaboratively complete the short version of the School of Education dispositional form on each candidate. They review this with each candidate during individual conferences. Any candidates demonstrating unacceptable professional dispositions are brought to the elementary team for discussion. The candidate may be placed on a Professional Improvement Plan to address unacceptable dispositions. At the beginning of block 2, candidates meet with their program advisor to reviews their progress. As a part of this review, the advisor reviews the School of Education dispositions and the evaluation that was completed in block 1.
Ongoing	At any time in the candidate’s program, an instructor has the obligation to complete a dispositional form on a candidate if they violate any of the dispositions. These dispositional concerns are brought to the elementary team for a decision on the candidate’s status in the program. The most likely outcome is that the candidate would be placed on a Professional Improvement Plan to address the concerns. Individuals unable to successfully complete the Professional Improvement Plan would have their Plans extended or would be counseled out of the program.
DP1II -- Application to Student Teaching	Candidates may progress into student teaching if they have met the requirements to do so and have successfully completed any Professional Improvement Plans.
DP IV – Exit Interview at the end of final block	During the student teaching block, Block 4, the supervising teacher completes a formative School of Education dispositional form at midterm and a summative School of Education dispositional form at the end of student teaching. If concerns are noted on the midterm summative dispositional form, the

	<p>coordinator and field placement officer meet with the candidate to discuss concerns. A corrective plan is put in place to address the concerns. Usually this involves the candidate needing to successfully complete a Professional Improvement Plan before being replaced in student teaching.</p>
--	--

Systematic Assessment of Dispositions for Secondary Education Program

All professional dispositions delineated in professional, state, and institutional standards are in the handbook which is distributed and discussed at the advising meeting. All field experiences assess dispositions directly by Clinical Faculty. Secondary candidates are required to attend and participate in professional development opportunities during their involvement with the Secondary Program. These opportunities enable them to develop as well as practice the skills and proficiencies associated with the program dispositions.

When Dispositions are Assessed	Description of How The Dispositions are Systematically Assessed
DPI—Admission to the program	<p>All dispositions are assessed in the F200 course w/field experience. Entrance to the program requires a “C” or better, plus a faculty recommendation.</p> <p>All Dispositions in Field Experience Reports from Clinical Faculty (see form SOE-0058), Reflection Assignments + in-class reflections, peer reflections.</p> <p>SOE Dispositions #4, 5 are assessed in content area courses-A minimum GPA of 2.75 is required.</p>
DPII—Prior to admission General Methods and Reading Methods	<p>All dispositions are assessed by P312 Learning Theory and Practice/ P313 Adolescents in a Learning Community w/ Field experience M301- Passing with a “C” or better is required</p> <p>Specific Assessments: Field Experience Reports (see form SOE-0328) from Clinical Faculty, Personal Reflection assignments, In-class reflection assignments, Peer reflection. Minimum GPA required on all course work 2.75</p>
DPIII—Prior to admission to Specific Methods and Clinical (Student teaching)	<p>All Dispositions are assessed in M310 General Methods w/field experience, “C” or better</p> <p>Specific assessments: Field Experience Reports from Clinical Faculty (see form SOE-0058)-Personal Reflection assignments from Candidates, in-class reflection assignments. Minimum GPA 2.75 required o all coursework</p>

Systematic Assessment of Dispositions for Special Education Program

Candidates have opportunities become familiar with the SOE Dispositions through their Education courses. All Education courses list them on the syllabus and/or on Oncourse (i.e. Indiana University’s online collaboration and learning environment). The SOE Dispositions appear on the rating tool used by K-12 clinical supervisors who evaluate candidates during their last practicum and in their student teaching. Council for Exceptional Children’s code of ethics appears in all the field and clinical handbooks for the program and is the focus of one of the on-campus student teaching seminars.

Description of when dispositions are systematically assessed:

Candidates' professional dispositions are repetitively assessed through procedures that include preplanned and ad hoc times. Once accepted into the Special Education Program, the SOE Professional Dispositions are considered to be continuously applicable because they are expectations for candidates' professional department in on-campus courses as well as early field and clinical experiences. Because the SOE Professional Dispositions are to be continually maintained, the procedure for assessing them includes planned and ad hoc points.

Planned Points: All eight Professional Dispositions are assessed at:

- Summative Decision Point 2 (beginning of Block 2; rated by IUS faculty),
- Summative Decision Point 3 (end of Block 3 and permission to enter clinical semester; rated by K-12 clinical faculty and IUS clinical faculty) and
- Summative Decision Point 4 (clinical semester; rated by K-12 clinical faculty and IUS clinical faculty).

If a candidate has any disposition rated less than "acceptable," the Special Education team members discuss the situation with the candidate. If additional guidance or intervention is needed beyond raising the candidate's awareness, the program team establishes an Individual Support & Success Plan (ISSP) identifying targets to be met by the candidate and support and supervision to be given by the faculty.

At other planned points within the program, a sub-set of the dispositions is assessed. In the Special Education early field experiences in Block 1 and 2, four Dispositions have been chosen to assess: respects legal and ethical norms and values of education, effectively interacts with school personnel, treats students equitably and respectfully, and exhibits personal management behaviors valued by the profession. Those dispositions are germane to displaying certain behaviors when interacting with children and/or K-12 school personnel. In Block 1, K-12 clinical faculty members provide the ratings. In Block 2, both the K-12 and University clinical faculty rate each candidate. If a candidate has any disposition rated less than "acceptable," the Program faculty member who is the field supervisor discusses it with the candidate and decides if the situation warrants consideration by the entire Special Education team to decide if an ISSP (see previous section for description of ISSP) is warranted.

Ad Hoc Points: Because the Professional Dispositions are to be continually maintained by candidates, the assessment procedures include a provision for alerting candidates if those expectations are not being met at times other than the planned points described above. If a candidate is not meeting dispositional expectations, it will be brought to her/his attention by the Professional Education or University Clinical faculty member who notes it. If the candidate continues to display the same performance or the initial concern is substantial, the Special Education team may take the step of developing an ISSP (see previous section for description of ISSP).

Systematic Assessment of Dispositions for T2T Program

The candidates are given a copy of the boilerplate attached to the syllabus in the first methods class. The dispositions are reviewed at the beginning of August before candidates begin work in the schools.

When Dispositions are Assessed	Description of How The Dispositions are Systematically Assessed
DPII at the end of the fall semester	DPII takes place after the candidates complete their teaching unit and before they begin student teaching. Both the cooperating teacher and the university supervisor complete a dispositions evaluation based on the teaching of the unit and other clinical

	<p>field work. Candidates meet with the T2T coordinator to review the dispositions and their progress before beginning student teaching.</p> <p>Professional Improvement Plans are created, if necessary, for those students with disposition concerns.</p>
DPIII at the end of the spring semester	<p>DPIII takes place at the end of the student teaching experience. Both the cooperating teacher and the university supervisors complete a disposition evaluation.</p> <p>Cooperating teachers and university supervisors comment on dispositions as they complete formal observations during student teaching. If there are concerns, they are to notify the T2T coordinator immediately. An intervention will be put in place immediately. Cooperating teachers and University Supervisors share their disposition evaluations with the candidates.</p> <p>The T2T coordinator conducts exit interviews with all candidates to review all evaluations before signing off for completion of the program.</p>

Systematic Assessment of Dispositions for Master of Science in Education: Elementary and Secondary

The national and SOE dispositions are in the handbook which is distributed and discussed at the advising meeting. Core courses are aligned to the professional standards (NBPTS) which include dispositional statements.

When Dispositions are Assessed	Description of How The Dispositions are Systematically Assessed
DPI—admission to the program	Candidates write to the dispositions in their personal statement citing those that are strengths and those in need of growth. Graduate director reviews the statements to ensure there are no dispositional concerns. Any with concerns are discussed with the candidate prior to admission.
DPII—prior to admission to the Teacher as Researcher Course; during three core courses	Candidates write a paper in three of the core courses addressing specific dispositions so that all are addressed and assessed prior to being admitted to the Teacher as Researcher Project. There must be no concerns and/or each one must be assessed prior to admission. Any candidates with dispositional concerns are placed on a corrective action plan as per the graduate policy.
DPIII—in Teacher as Researcher Project	<p>Dispositions are embedded in the assessment of the project. The papers are assessed by members of the program team. The specific alignment are included on the ratings sheets which candidates receive upon assessment of the paper.</p> <p>D1. Ethical standards of research—III D2. Promotes positive personal change in self and others—VIII D3. Concerns, needs, and resources of individual student and families—IX D4. Use of correct grammar, spelling, syntax, pagination to communicate effectively—XIII D5. Review of literature—II, references—VI, mastery of content knowledge—VII, mastery of critical thinking, creative thinking,</p>

	<p>and problem solving—X</p> <p>D6. Mastery of content knowledge—VII, coherent vision of education—XII</p> <p>D7. Data analysis—IV</p> <p>D8. Continuous improvement and professional growth—XI</p> <p>D9. Design—III, Action plan—V</p>
DPIV	<p>Self-evaluation by candidate at the end of the program.</p> <p>Candidates write to their growth during the degree program.</p> <p>Graduate director reviews both to ensure there are no dispositional concerns and submits the recommendation for graduation.</p>

Systematic Assessment of Dispositions for MS in School Counseling

In the School Counseling program, we talk with our candidates about the School of Education Dispositions. In their first course, Candidates are given copies of the SOE Dispositions to keep. Each disposition is discussed, including the descriptors for each disposition.

In every course, the SOE Dispositions are attached to the syllabi. In each course of year two, dispositions are revisited, and connected to professionalism.

Within the field of School Counseling, professional dispositions are embedded within The Ethical Standards for School Counselors as outlined by the American School Counseling Association.

Within every course, but particularly in the field placement courses, the Ethical Standards are addressed in lecture, PowerPoint, group activities, assignments, and an exam. During Decision Point 2, the application to the Clinical Cohort, Dispositions are assessed through letters of recommendation and the interview process. Candidate ethical behavior is demonstrated in requirements such as Individual and Group Counseling sessions, Classroom Guidance sessions, and during individual and group supervision with university and site supervisor.

When Dispositions are Assessed	Description of How The Dispositions are Systematically
DPII: the Application to the Clinical Cohort	<p>Candidate Recommendation Forms (completed by Principal, School Counselor, G500 University Instructor)</p> <p>Application Material</p> <p>In-Person Interview</p>
G504: first course in Clinical Cohort	<p>Candidates are given copy of Dispositions</p> <p>Dispositions and indicators of each disposition are discussed at length</p>
End of Semester I (before entering first field placement)	<p>Each candidate is evaluated, using a bubble sheet of the SOE dispositions.</p>
DPIII (End of year 1, after completing first field placement)	<p>Candidate site supervisor fills out bubble sheet of SOE dispositions</p> <p>University Supervisor fills out bubble sheet of SOE Dispositions</p>
End of Semester I Internship (G550)	<p>Candidate site supervisor fills out bubble sheet of SOE dispositions</p> <p>University Supervisor fills out bubble sheet of SOE Dispositions</p> <p>Candidate self-assesses their dispositions, completes SOE bubble sheet</p>
DPIV, end of Semester II	<p>Candidate site supervisor fills out bubble sheet of SOE</p>

Internship & Graduation	dispositions University Supervisor fills out bubble sheet of SOE Dispositions Candidate self-assesses their dispositions, completes SOE bubble sheet
-------------------------	--

Systematic Assessment of Dispositions for Gifted and Talented License

Candidates are given the SOE dispositions in each GT course (W551, W552, W553, W595). Dispositions are discussed by the GT coordinator when the coordinator visits each course at the beginning of the semester. Candidates are assessed on the NAGC/CEC standards which are aligned to the IDOE standards for working with high ability students. These standards include attention to dispositions directed at working with high ability children, their families, colleagues, and communities.

When Dispositions are Assessed	Description of How Dispositions are Systematically Assessed
DPI—admission to the program	Application materials are reviewed to determine if there are any disposition concerns.
W552	Included in the W552 SPA Assessment #7 (Rev) Understanding Diversity in Gifted Education measures the 8 SOE dispositions aligned to the outcomes for Assessment #7 (Rev).
W595	Dispositions are assessed by the instructor of records using the broad 8 descriptors at the end of W595 Project AHEAD experiences.

Systematic Assessment of Dispositions for Reading License

All professional dispositions delineated in professional, state, and institutional standards are in the handbook which is distributed and discussed at the advising meeting. The IRA dispositions are part of the rubrics for many of the SPA/NCATE assessments. Candidates are evaluated on the SOE dispositions in their capstone practicum based on observations from the site-based supervisor and the university-based supervisor.

When Dispositions are Assessed	Description of How The Dispositions are Systematically Assessed
DPI—admission	Application materials are reviewed to determine if there are any disposition concerns.
E545	In E545 candidates self-evaluate their dispositions using the SOE bubble sheet to ensure they know what dispositions the SOE will use to evaluate their progress. Instructor provides an overview of the IRA Standards, calling attention to the Dispositional statements included by IRA.
DPII	Candidates applying to the practicum complete a disposition bubble sheet as a part of the application process. This began for the practicum candidates starting spring 2013 and will continue.
DPIII	The site-based supervisor fills out a “bubble sheet” for the practicum candidate. Each candidate receives the results of the evaluation. The university supervisor fills out a “bubble sheet” for the practicum candidate. Each candidate sees the outcome from the evaluation. The candidate completes an artifact

	registry related to “professional learning and leadership.” Artifacts, descriptions, and reflection on professional dispositions are a part of the project; a rubric is completed. Each candidate receives the scoring results.
<p>Components of the dispositions are assessed in several of the identified assessments for the Reading Program. IRA 6.2 “Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors (This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth)” is evaluated on six of the eight SPA/NCATE assessments in the Reading Program.</p> <p>IRA 4.3 “Develop and implement strategies to advocate for equity” is evaluated on five of the eight identified SPA/NCATE assessments.</p> <p>IRA 5.2 “Design a social environment that is low risk and includes choice, motivation, ...” is evaluated on three of the eight assessments.</p>	<p>Dispositions are evaluated by the instructor of record on several assignments/assessments. For example, dispositions are evaluated on the following assessments: Philosophy of Teaching Reading, the Unit, Impact on Student Learning, the Practicum Observations, the Artifact Registry, Case Study, and the ELL Workshop Outline/Agenda. All have a detailed rubric that explicitly cites the dispositions being evaluated. Rubrics and candidate samples are submitted at the conclusion of each course. Data are entered and reviewed by the instructor(s) and the Coordinator of the Reading Program. The Reading Program Advisory Board reviews the data and makes recommendations for changes. Each candidate receives feedback by reviewing rubric scorings.</p>

Systematic Assessment of Dispositions for Technology (Computer Licensure) Program

All dispositions as delineated in professional, state, and institutional standards are in the handbook which is distributed and discussed at the advising meeting. They are embedded in the SPA assessment rubrics shared with candidates.

When Dispositions are Assessed	Description of How The Dispositions are Systematically Assessed
DPI—admission to the program	Candidates write to the dispositions in their personal statement citing those that are strengths and those in need of growth. Graduate director reviews the statements to ensure there are no dispositional concerns. Any with concerns are discussed with the candidate prior to admission.
DPII— upon completion of R531	Faculty assesses candidates on the dispositions; must be acceptable/without concerns to continue. Concerns are forwarded to the Graduate Director for meeting with instructor and candidate to determine if remediation plan is needed.
DPIV—upon completion of W540, capstone course	Candidates write to their dispositional growth (ISTE and SOE) during the program in their W540 journal. Instructor reviews to

	determine if there are any dispositional concerns. Concerns are brought to the Graduate Director's attention for meeting with the candidate.
--	--

Systematic Assessment of Dispositions for Educational Leadership License

All SOE dispositions are in the handbook which is distributed and discussed at the advising meetings. All courses are aligned to ELCC standards which include dispositional standards. These appear in syllabi and in the SPA assessments.

When Dispositions are Assessed	Description of How The Dispositions are Systematically Assessed
DPI—admission to the program	Applications and letters of reference have been read by program faculty with attention to evidence of the dispositions. Candidates are admitted if no concerns are evident. For summer 2013 admissions, a disposition form will be completed to track dispositions for which little or no evidence is presented.
DPII—After completion of A500 and H520; admission and continuation in A695 based upon results	Candidates will be assessed by the instructor and self-assessed upon completion of A500 beginning in Summer 2012. Candidates will write a paper in H520 addressing dispositions. It will be assessed by the instructor prior to being admitted to the last practicum experience. For both/either, there must be no concerns and/or each one must be assessed prior to admission. Any candidates with a concern will be placed on a corrective action plan as per the graduate policy during a meeting with the Graduate Director.
DPIII—Program completion	The mentor, candidate, and university supervisor each complete a summative disposition form. Candidates are aware of any concerns during the exit interview with the faculty member responsible for the exit interview. Candidates reflect about their growth in each disposition during the program. This reflective essay is presented at the exit interview. The faculty member responsible for the exit interview and candidate discuss this and the faculty member completes a summative disposition form based upon the reflection and discussion.