edDispositions: Professional Educator Disposition Assessment

The Professional Educator Disposition Assessment addresses the attitudes, commitments, and beliefs demonstrated by professional educators. In order to support successful teaching, life-long learning, and professional collaboration, these dispositions are important to educators' conduct in their relationships with students, families, colleagues, and communities. The assessment is intended for use as a formative and proactive evaluation tool to assist teacher candidates in identifying areas of strength and opportunities for growth of professional attitudes and practices.

In addition to an edDispositions formative assessment in TCH 216, a summative assessment will be completed during student teaching. The Disposition Concerns reporting system remains in use: three unresolvable disposition concerns filed with Lauby Teacher Education Center results in removal from the teacher education program.

For each of the 8 indicators below, there are corresponding descriptors that provide concrete examples of what might be observed as a way to assess a teacher candidate's position on the continuum. These are not meant to serve as inclusive lists; rather, they are intended to help guide the user in providing quality feedback to teacher candidates regarding their professional growth. Teacher candidates are encouraged to self-assess each semester and to demonstrate professionalism in their clinical experiences.

Unacceptable	Developing	Acceptable	Exemplary
1	**2**	**3**	**4**

1 – Unacceptable – fails to demonstrate by meeting few of the descriptors; may warrant a disposition concern

2 – Developing – demonstrates some of the descriptors; may have one negative descriptor

3 – Acceptable – consistently demonstrates the majority of descriptors with proficiency; no negative descriptor

4 – Exemplary – consistently Acceptable AND displays one or more descriptors beyond expectations

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Collaboration – *ability to work together; exchange ideas; share in the learning process; respect different perspectives; build consensus by communicating efficiently and effectively (IPTS – 5Q, 7P, 8J, 8L, 8N, 8O, 9O, 9P, 9Q; FfT – 3a, 4c, 4d; IECE – A2, A3, C1, C2, C4, C6, D3, D4, D5)*

- Cooperates and maintains a positive relationship with others (i.e. peers, colleagues, students, families, cooperating teachers, supervisors, administrators, faculty, etc.)
- Makes contribution to group efforts through positive working relationships
- Actively participates in professional development practices and/or community (i.e. within an organization, school/district, community, etc.)
- Supports work of others and uses appropriate strategies for conflict resolution (i.e. peers, colleagues, students, families, cooperating teachers, supervisors, administrators, faculty, etc.)
- Willingly supports decisions of group even if different than own
- Ability to compromise and respect others' opinions toward mutually beneficial goals
- Builds consensus to pursue common goals
- Effectively communicates (verbally, non-verbally, and digitally)with others
- Listens and is responsive to suggestions

Honesty/Integrity – *ability to demonstrate truthfulness to oneself and to others; demonstrate trustworthiness (IPTS – 4F, 9I, 9J, 9T, 9U; FfT – 4f; IECE – A3, B3, B4, C2)*

- Displays academic integrity (plagiarism, cheating, forging signatures, falsifying data, etc.)
- Communicates with honesty and integrity
- Maintains confidentiality (of students/colleagues) in all situations following FERPA, IEP, 504 requirements
- Adheres to the Illinois State Board of Education Code of Ethics – http://www.isbe.net/rules/archive/pdfs/22ARK.pdf

Respect – *ability to honor, value, and demonstrate consideration and regard for others (IPTS – 1K, 8P, 8Q, 9I, 9L, 9R; Fft – 2a; IECE – A2, A3, C2, D1, D2, D3)*

- Considers opinions of others with an open mind
- Demonstrates consideration, empathy, and care for others (peers, colleagues, students, families, administrators, faculty, etc.)
- Uses appropriate professional and respectful tone and language in verbal, nonverbal, interpersonal, listening, and/or digital communication
- Seeks to understand foundations of individual differences (i.e. cultures, learners, experiences, genders, ethnicity, social class, exceptionalities, etc.)
- Appreciates and embraces individual perspectives and differences

Reverence for Teaching and Learning – *demonstrates respect and seriousness of intent to acquire knowledge and pedagogical skills (IPTS – 5R, 9P, 9Q; FfT – 1a, 2b; IECE – A2, A4, A5, B1, C3, C6, D1, D2, D4)*

- Demonstrates significant effort in learning in order to expand content and/or pedagogical knowledge for effective teaching practice
- Values instructional time (i.e. attends class sessions, active in online learning environments, arriving at class/clinical on time, staying until the end of class/clinical sessions, etc.)
- Maintains attentive, engaged, on-task, prepared, responsive behaviors within context (i.e. appropriate use of digital devices, peer communications, note taking, group engagement, etc.).
- Demonstrates positive attitudes and enthusiasm toward learning and subject matter mastery
- Values knowledge, content, and experiences in coursework and/or clinical experiences
- Uses credible resources
- Values learners' instructional time (i.e. prepared lesson plans and/or materials, cognitively engaged, keeping students on task, knowing students, etc.)
- Participates in professional development activities that are recommended, even when not required; seeks opportunities for professional growth

Emotional Maturity – *ability to adjust one's emotional state to suitable level of intensity in order to remain engaged with one's surroundings (IPTS – 4I, 8L, 8R; FfT – 4e; IECE – A2, A3, D3)*

- Maintains emotional control (i.e. appropriate verbal and non-verbal expressions)
- Uses self-disclosure appropriately
- Identifies individual qualities as assets rather than deficits
- Responds appropriately to actions and reactions of others
- Identifies personal responsibility in conflict/problem situations
- Accepts feedback from others
- Uses appropriate strategies to respond to emotional and emergency situations

Reflection – *ability to review, analyze, and evaluate the success of past decisions in an effort to make better decisions in the future (IPTS – 1F, 8K, 9K; FfT – 4A; IECE –A3, B1, B2, B4, D1)*

- Accepts and incorporates suggestions in subsequent practice/actions/behaviors
- Demonstrates accurate self-analysis regarding one's own strengths, weaknesses, biases and/or prejudices
- Analyzes, prioritizes, and acts on appropriate decisions for own growth or growth of others (i.e. impact on student learning)
- Recognizes situations that call for a problem-solving approach
- Reflects on all aspects of experience (in coursework, with others, clinical experiences)

Flexibility – *willingness to accept and adapt to change (FfT – 3e; IECE – A2, B4, D1)*

- Adapts to unexpected or new situations
- Generalizes and is able to apply knowledge and skills in a variety of situations
- Demonstrates willingness to apply a problem-solving approach
- Maintains positive attitude when necessary changes occur in less than ideal situations

Responsibility – *the ability to act independently, demonstrating accountability, reliability, and sound judgment (IPTS – 7M, 7N, 9G, 9I, 9J; FfT – 4b; 4f; IECE – A2, A3, B1, B2, B4, C3, C4, D3)*

- Accepts consequences for personal actions and/or decisions
- Completes course, teacher education, and/or program requirements as needed (i.e. submits assignments on time, follows procedures/due dates)
- Maintains accurate, efficient, and effective records (instructional and noninstructional)
- Prepares for classes, meetings, group work, and/or clinical experiences (i.e. takes initiative to get materials/notes when absent from meetings or classes; seeks/locates needed resources)
- Manages time effectively (i.e. prioritizing goals)
- Takes action to solve problems (i.e. seeking clarification and/or assistance as needed)
- Takes care of property of others (i.e. is responsible for and returns borrowed materials/school equipment in a timely manner)
- Ensures accuracy of information for which he/she is responsible
- Strong work ethic (attendance, punctuality, reliable, professional attire for context/situation, initiative, perseverance, fairness, commitment to quality in all endeavors)
- Appropriate use of digital culture tools (i.e., respect for student privacy, cell phone usage, and sites on the internet are private or have no offensive material)
- Maintain professional interactions with students
- Complies with procedures/regulations within university and/or with school/district

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The indicators are aligned with the following:

- Illinois Professional Teaching Standards (IPTS - http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf)
- Charlotte Danielson's Framework for Teaching (FfT - http://www.danielsongroup.org/article.aspx?page=frameworkforteaching)
- Illinois Educator Code of Ethics – Section 22.20 (IECE - http://www.isbe.state.il.us/rules/archive/pdfs/22ARK.pdf)