

Justification of Information in Disposition Survey Based on Extant Literature

The art of successfully educating all students involves the development and demonstration of a positive teaching disposition (Ros-Voseles & Moss, 2007). Research suggests that a positive disposition toward teaching is related to effective teaching, particularly in the domains of instruction, classroom organization, and teacher expectations (Giovannelli, 2003). Such a disposition includes a set of beliefs, a value system, and behaviors that teachers are expected to display in and out of the classroom (Taylor & Wasicsko, 2000). Teacher education programs bear a responsibility to convey, model, and promote positive standards of professional conduct. Additionally, programs are charged with maintaining screening and assessment procedures to ensure that all teacher candidates adequately develop a positive teaching disposition that benefits their future students and colleagues (Whitcomb, Borko, & Liston, 2007).

Bluefield State College integrates the development of professional dispositions throughout its teacher education curricula and regularly assesses preservice teachers' progress through their programs. Using a Likert-type scale, students are rated in the following six domains: professionalism, cooperation/flexibility, reflection, emotional development, communication skills, and appreciation of diversity. This survey is aligned with Danielson's Framework for Teaching (2007) as well as other research-based models (e.g., high leverage practices for teaching, transformation theory, and social and emotional learning) and measures the essential dispositional characteristics that every teacher must possess to effectively teach all students.

The first two disposition characteristics are professionalism and cooperation/flexibility. Professionalism addresses time management, confidentiality, and professional appearance. Professionalism is directly related to quality and standards of practice (Hargreaves, 2000) as well as personal and behavioral characteristics of dedication, commitment, and highly skilled practice (Helsby, 1999). Professionalism in teaching entails the continuous development of one's skills for the well-being of students. Alternatively, cooperation/flexibility, includes effective collaboration, collegiality with other professionals, and responsiveness to change. Teachers routinely communicate with fellow teachers, administrators, and other professionals in order to plan teaching, discuss student needs, secure special services for students, and manage school policies. Skillful communication should be succinct, respectful, and focused on specific professional topics (Loewenberg Ball, & Forzani, 2009). Flexibility and responsiveness refer to a teacher's skill in making adjustments in a routine or instruction to respond to any changing conditions.

In addition to professionalism and cooperation/flexibility, education students are also measured on the extent to which they use critical reflection to improve their knowledge and pedagogical skills on current and past performance. The value of reflection in teaching has repeatedly been confirmed in the literature on teacher education (e.g. Korthagen & Vasalos, 2010; Correa Molina, Collin, Chaubet, & Gervais, 2010) and is critical for developing future teachers' theoretical understanding of teaching and practical approaches to classroom action (Beauchamp, Klassen, Parsons, Durksen, & Taylor, 2015). Emotional development is included as a fourth disposition characteristic and measures students' appropriate responses to the actions of others, willingness to accept constructive feedback, and self-regulation of behavior. Having well developed social and emotional skills is essential for teachers to create a safe, supportive, participating, and well-managed classroom environment for students to effectively learn (Schonert-Reichl, 2017). When teachers skillfully manage the social and emotional demands of teaching, children demonstrate higher levels of academic achievement and positive behavior (Schonert-Reichl, 2017).

The last two characteristics, communication skills and appreciation of diversity, are foundational to the profession of teaching. Effective teachers are also regarded as effective communicators (Goksoy, 2014). Efficient communication between teacher and student should be established in every learning-teaching process. Conveying thoughts and feelings is only possible through systematic, deliberate communication. Similarly, appreciation of diversity is also essential for effective teaching. Teachers must create a classroom culture where all students, regardless of their cultural and linguistic background, are welcomed, supported, and provided with the best opportunity to learn (Fisher, Frey, & Pumpian, 2012). Although teachers have a number of roles in the classroom, valuing diversity is one of the most important roles a teacher must fill (Richards, Brown, & Forde, 2007).

References

- Beauchamp, L., Klassen, R., Parsons, J., Durksen, T., & Taylor, L. (2015). *Exploring the development of teacher efficacy through professional learning experiences*. Alberta Teachers' Association.
- Correa Molina, E., Collin, S., Chaubet, P., & Gervais, C. (2010). Concept de réflexion: un regard critique. *Éducation et francophonie*, 38(2), 135-154.
- Fisher, D., Frey, N., & Pumpian, I. (2012). *How to create a culture of achievement in your school and classroom*. ASCD.
- Giovannelli, M. (2003). Relationship between reflective disposition toward teaching and effective teaching. *The journal of educational research*, 96(5), 293-309.
- Göksoy, S. (2014). Teacher Candidates' (Pedagogical Formation Students') Communication Skills. *Creative Education*, 5(14), 1334.
- Hargreaves, A. (2007). Sustainable professional learning communities. *Professional learning communities: Divergence, depth and dilemmas*, 181-195.
- Helsby, G. (1999). *Changing Teachers' Work: The "Reform" of Secondary Schooling*. *Changing Education Series*. Taylor & Francis, 7625 Empire Drive, Florence, KY 41402 (hardbound: ISBN-0-335-19939-9, \$95; paperbound: ISBN-0-335-19938-0, \$28.95).
- Korthagen, F. A., & Vasalos, A. (2010). Going to the core: Deepening reflection by connecting the person to the profession. In *Handbook of reflection and reflective inquiry* (pp. 529-552). Springer, Boston, MA.
- Loewenberg Ball, D., & Forzani, F. M. (2009). The work of teaching and the challenge for teacher education. *Journal of teacher education*, 60(5), 497-511.
- Rieh, S. Y., & Danielson, D. R. (2007). Credibility: A multidisciplinary framework. *Annual review of information science and technology*, 41(1), 307-364.
- Richards, H. V., Brown, A. F., & Forde, T. B. (2007). Addressing diversity in schools: Culturally responsive pedagogy. *Teaching Exceptional Children*, 39(3), 64-68.
- Ros-Voseles, D., & Moss, L. (2007). The role of dispositions in the education of future teachers. *YC Young Children*, 62(5), 90.
- Schonert-Reichl, K. A. (2017). Social and emotional learning and teachers. *The Future of Children*, 137-155.
- Taylor, R. L., & Wasicsko, M. M. (2000, November). The dispositions to teach. In *annual meeting of the Southern Region Association of Teacher Educators (SRATE) Conference, Lexington, KY*. Retrieved May (Vol. 21, p. 2010).
- Whitcomb, J., Borko, H., & Liston, D. (2007). Stranger than fiction: Arthur Levine's Educating School Teachers—the basis for a proposal.

Bluefield State College School of Education Dispositional Evaluation

Candidate's Name _____

Please rate your student teacher on their performance while in your classroom based on the following criteria:

The candidate demonstrates:	Accomplished (3)	Emerging (2)	Unsatisfactory/Rarely (1)
Professionalism Maintains professional appearance/ dresses appropriately in all situations Always follows timelines and due dates Manages time effectively Is always punctual and attends class regularly Consistently maintains professional boundaries with students Consistently maintains confidentiality of student information and records Score _____	Usually maintains professional appearance/ dresses appropriately in most situations Follows timelines and due dates in most instances Usually manages time well Is mostly punctual and regular in class attendance Frequently maintains professional boundaries with students Usually maintains confidentiality of student information and records	Rarely has professional appearance/ does not dress appropriately Does not/rarely follow timelines and due dates Does not manage time effectively Is not punctual and does not attend class regularly Does not maintain professional boundaries with students Rarely maintains confidentiality of student information and records	
Cooperation/ Flexibility Effectively contributes as a group member Collaborates effectively with others Shares information and ideas Interacts and relates well to peers, faculty and other professionals Recognizes that plans can be flexible and open to adjustment Score _____	Occasionally contributes as a group member Collaborates effectively with others in most instances Usually shares information and ideas Interacts and relates well to peers, faculty and other professionals Usually but does not always recognize that plans can be flexible and open to adjustment	Seldom contributes as a group member Does not collaborate effectively with others or willingly share information and ideas Interacts and relates poorly to peers, faculty or other professionals Does not recognize that plans can be flexible and open to adjustment	
Reflection Regularly uses self-reflection of learning and pedagogy for personal and professional growth Reflects on feedback from peers and mentors to identify areas for growth Is able to recognize weaknesses and asks for support as needed Reviews student data and modifies lessons and teaching strategies as appropriate Score _____	Mostly uses self-reflection of learning and pedagogy for personal and professional growth Sometimes reflects on feedback from peers and mentors to identify areas for growth Does not routinely recognize weaknesses, asks for support occasionally Reviews student data and modifies lessons and teaching strategies occasionally	Seldom uses self-reflection of learning and pedagogy for personal and professional growth Little evidence of using feedback from peers and mentors to identify areas for growth Is usually unable to recognize weaknesses and asks for support as needed Seldom/never reviews student data and modifies lessons and teaching strategies	
Emotional Development Displays emotional control Uses reflection as self-assessment of behavior Responds appropriately to actions of others Provides and willingly accepts constructive feedback Score _____	Frequently/usually displays emotional control Uses reflection as self-assessment of behavior Responds appropriately to actions of others Provides and willingly accepts constructive feedback	Displays frequent lack of emotional control Rarely seems to use reflection as self-assessment of behavior Does not always respond appropriately to actions of others Seems unable/unwilling to provide or accept constructive feedback	
Communication Skills Uses standard English in written and oral communication Communicates effectively in personal interactions and professional presentations incorporating technology as appropriate Appropriate voice projection and tone Proofreads all written communications for proper spelling, grammar, and punctuation Score _____	Uses standard English in most written and oral communication Communicates effectively in personal interactions and professional presentations incorporating technology as appropriate Appropriate voice projection and tone Proofreads all written communications for proper spelling, grammar, and punctuation	Has difficulty using standard English in written and oral communication Communicates effectively in personal interactions and professional presentations incorporating technology as appropriate Consistently uses inappropriate voice projection and tone Does not show evidence of proofreading all written communications for proper spelling, grammar, and punctuation	
Appreciation of Diversity Interacts positively with all learners including those from diverse backgrounds Differentiates instruction based on needs of learners and appreciates individual differences Expects all students to learn and be successful Score _____	Usually interacts positively with all learners including those from diverse backgrounds Differentiates instruction based on needs of learners. Frequently/usually demonstrates the expectation that all students can learn and be successful	Interacts positively with all learners including those from diverse backgrounds Differentiates instruction based on needs of learners. Does not demonstrate the expectation that all students can learn and be successful	
TOTAL: _____			

EDUC 110

Dispositional Data Spring 2021

	Final Cooperating Teacher Elementary Education Placement N= Students were not permitted in classrooms due to the COVID- 19 pandemic.			Final Cooperating Teacher Middle Education Placement N=Students were not permitted in classrooms due to the COVID-19 pandemic.			Final College Supervisor Evaluation Overall Experience N=13			Final Student Self-Evaluation Overall Experience N=13			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory / Rarely	Accomplished	Emerging	Unsatisfactory / Rarely	Accomplished	Emerging	Unsatisfactory / Rarely	Accomplished	Emerging	Unsatisfactory / Rarely	
Professionalism	NA	NA	NA	NA	NA	NA	11 / 79%	2 / 14%	0	12 / 92%	1 / 8%	0	2.89 3 0.32
Cooperation / Flexibility	NA	NA	NA	NA	NA	NA	13 / 100%	0	0	12 / 92%	1 / 8%	0	2.96 3 0.19
Reflection	NA	NA	NA	NA	NA	NA	12 / 86%	1 / 8%	0	10 / 77%	3 / 23%	0	2.85 3 0.36
Emotional Development	NA	NA	NA	NA	NA	NA	13 / 100%	0	0	12 / 92%	1 / 8%	0	2.96 3 0.19
Communication Skills	NA	NA	NA	NA	NA	NA	12 / 86%	1 / 8%	0	11 / 85%	2 / 15%	0	2.88 3 0.32
Appreciation of Diversity	NA	NA	NA	NA	NA	NA	13 / 100%	0	0	13 / 100%	0	0	3.00 3 0

Dispositional Data Fall 2020

	Final Cooperating Teacher Elementary Education Placement N= Students were not permitted in classrooms due to the COVID-19 pandemic.			Final Cooperating Teacher Middle Education Placement N=Students were not permitted in classrooms due to the COVID-19 pandemic.			Final College Supervisor Evaluation Overall Experience N=11			Final Student Self-Evaluation Overall Experience N=11			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory / Rarely	Accomplished	Emerging	Unsatisfactory / Rarely	Accomplished	Emerging	Unsatisfactory / Rarely	Accomplished	Emerging	Unsatisfactory / Rarely	
Professionalism	NA	NA	NA	NA	NA	NA	8 / 73%	2 / 18%	1 / 9%	8 / 70%	2 / 18%	1 / 9%	2.64 3 0.64

Cooperation / Flexibility	NA	NA	NA	NA	NA	NA	5 / 45%	5 / 45%	1 / 9%	2 / 18%	8 / 73%	1 / 9%	2.23 3 0.60
Reflection	NA	NA	NA	NA	NA	NA	10 / 91%	1 / 9%	0	4 / 37%	7 / 70%	0	2.64 3 0.48
Emotional Development	NA	NA	NA	NA	NA	NA	11 / 100%	0	0	5 / 45%	6 / 55%	0	2.72 3 0.45
Communication Skills	NA	NA	NA	NA	NA	NA	5 / 45%	4 / 37%	2 / 18%	4 / 37%	6 / 55%	1 / 9%	2.27 3 0.69
Appreciation of Diversity	NA	NA	NA	NA	NA	NA	11 / 100%	0	0	8 / 73%	3 / 27%	0	2.86 3 0.34

Dispositional Data Spring 2020

	Final Cooperating Teacher Elementary Education Placement n=1			Final Cooperating Teacher Middle Education Placement n=2			Final Student Self-Evaluation Overall Experience n=2			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	
Professionalism	1 / 100%	0	0	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Cooperation/Flexibility	1 / 100%	0	0	2 / 100%	0	0	1 / 50%	1 / 50%	0	2.80 3 0.40
Reflection	1 / 100%	0	0	1 / 50%	1 / 50%	0	1 / 50%	1 / 50%	0	2.60 3 0.49
Emotional Development	1 / 100%	0	0	1 / 50%	1 / 50%	0	1 / 50%	1 / 50%	0	2.60 3 0.49
Communication Skills	1 / 100%	0	0	1 / 50%	1 / 50%	0	2 / 100%	0	0	2.80 3 0.40
Appreciation of Diversity	1 / 100%	0	0	1 / 50%	1 / 50%	0	1 / 50%	1 / 50%	0	2.60 3 0.49

*There were 10 students in the course, but most students were unable to complete their field experience hours due to the closure of schools related to the COVID-19 pandemic.

Dispositional Data Fall 2019

	Final Cooperating Teacher Elementary Education Placement N=20			Final Cooperating Teacher Middle Education Placement N=20			Final Student Self-Evaluation Overall Experience N=20			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	
Professionalism	19 / 95%	1 / 5%	0	18 / 90%	2 / 10%	0	19 / 95%	1 / 5%	0	2.93 3 0.25
Cooperation/Flexibility	19 / 95%	1 / 5%	0	18 / 90%	2 / 10%	0	14 / 70%	6 / 30%	0	2.85 3 0.36
Reflection	19 / 95%	1 / 5%	0	18 / 90%	2 / 10%	0	14 / 70%	6 / 30%	0	2.85 3 0.36
Emotional Development	19 / 95%	1 / 5%	0	19 / 95%	1 / 5%	0	16 / 80%	4 / 20%	0	2.90 3 0.30
Communication Skills	19 / 95%	1 / 5%	0	17 / 85%	3 / 15%	0	15 / 75%	5 / 25%	0	2.85 3 0.36
Appreciation of Diversity	19 / 95%	1 / 5%	0	17 / 85%	3 / 15%	0	18 / 90%	2 / 10%	0	2.90 3 0.30

Dispositional Data Spring 2019

	Final Cooperating Teacher Elementary Education Placement N=8			Final Cooperating Teacher Middle Education Placement N=8			Final Student Self-Evaluation Overall Experience N=8			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	
Professionalism	8 / 100%	0	0	8 / 100%	0	0	8 / 100%	0	0	3.00 3 0
Cooperation/Flexibility	8 / 100%	0	0	7 / 88%	1 / 12%	0	8 / 100%	0	0	2.96 3 0.20
Reflection	8 / 100%	0	0	7 / 88%	1 / 12%	0	8 / 100%	0	0	2.96 3 0.20

Emotional Development	8 / 100%	0	0	8 / 100%	0	0	8 / 100%	0	0	3.00 3 0
Communication Skills	8 / 100%	0	0	8 / 100%	0	0	7 / 88%	1 / 12%	0	2.96 3 0.20
Appreciation of Diversity	8 / 100%	0	0	7 / 88%	1 / 12%	0	8 / 100%	0	0	2.96 3 0.20

Dispositional Data Fall 2018

n=21	Accomplished	Emerging	Unsatisfactory/Rarely	Mean Mode SD
Professionalism	21 / 100%	0	0	3.00 3 0
Cooperation/ Flexibility	21 / 100%	0	0	3.00 3 0
Reflection	21 / 100%	0	0	3.00 3 0
Emotional Development	21 / 100%	0	0	3.00 3 0
Communication Skills	21 / 100%	0	0	3.00 3 0
Appreciation of Diversity	21 / 100%	0	0	3.00 3 0

**EDUC 280 (fall only course)
Dispositional Data Fall 2020**

	Cooperating Teacher	College Supervisor N=14	Student Self-Evaluation N=14	
--	----------------------------	------------------------------------	-----------------------------------------	--

	N= Students were not permitted in classrooms due to the COVID-19 pandemic.									Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	
Professionalism	NA	NA	NA	14 / 100%	0	0	14 / 100%	0	0	3.00 3 0
Cooperation/Flexibility	NA	NA	NA	12 / 86%	2 / 14%	0	12 / 86%	2 / 14%	0	2.86 3 0.35
Reflection	NA	NA	NA	14 / 100%	0	0	14 / 100%	0	0	3.00 3 0
Emotional Development	NA	NA	NA	13 / 93%	1 / 7%	0	14 / 100%	0	0	2.96 3 0.19
Communication Skills	NA	NA	NA	14 / 100%	0	0	14 / 100%	0	0	3.00 3 0
Appreciation of Diversity	NA	NA	NA	14 / 100%	0	0	14 / 100%	0	0	3.00 3 0

Dispositional Data Fall 2019

	Final Cooperating Teaching Elementary Education Placement n=17			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/ Rarely	
Professionalism	11 / 65%	5 / 29%	1 / 6%	2.59 3 0.60
Cooperation/Flexibility	14 / 82%	2 / 12%	1 / 6%	2.76 3 0.55
Reflection	8 / 47%	8 / 47%	1 / 6%	2.41 3 0.60
Emotional Development	12 / 71%	4 / 23%	1 / 6%	2.65 3 0.59

Communication Skills	11 / 65%	5 / 29%	1 / 6%	2.59 3 0.60
Appreciation of Diversity	14 / 82%	3 / 18%	0	2.82 3 0.38

Dispositional Data Fall 2018

n=21	Accomplished	Emerging	Unsatisfactory/Rarely	Mean Mode SD
Professionalism	21 / 100%	0	0	3.00 3 0
Cooperation/ Flexibility	21 / 100%	0	0	3.00 3 0
Reflection	21 / 100%	0	0	3.00 3 0
Emotional Development	21 / 100%	0	0	3.00 3 0
Communication Skills	21 / 100%	0	0	3.00 3 0
Appreciation of Diversity	21 / 100%	0	0	3.00 3 0

Dispositional Data Fall 2018

n=25	Accomplished	Emerging	Unsatisfactory/Rarely	Mean Mode SD
Professionalism	24 / 96%	1 / 4%	0	2.96 3 0.20
Cooperation/ Flexibility	23 / 92%	1 / 4%	1 / 4%	2.88 3

				0.43
Reflection	17 / 68%	8 / 32%	0	2.68 3 0.47
Emotional Development	24 / 96%	1 / 4%	0	2.96 3 0.20
Communication Skills	22 / 88%	3 / 12%	0	2.88 3 0.32
Appreciation of Diversity	23 / 92%	2 / 8%	0	2.92 3 0.27

EDUC 330

Dispositional Data Spring 2021

	Cooperating Teacher N=3			College Supervisor N=3			Student Self-Evaluation N=3			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	
Professionalism	2 / 67%	1 / 33%	0	2 / 67%	1 / 33%	0	2 / 67%	1 / 33%	0	2.67 3 0.47
Cooperation/Flexibility	3 / 100%	0	0	3 / 100%	0	0	3 / 100%	0	0	3.00 3 0
Reflection	3 / 100%	0	0	3 / 100%	0	0	2 / 67%	1 / 33%	0	2.89 3 0.31
Emotional Development	3 / 100%	0	0	3 / 100%	0	0	2 / 67%	1 / 33%	0	2.89 3 0.31
Communication Skills	3 / 100%	0	0	3 / 100%	0	0	2 / 67%	1 / 33%	0	2.89 3 0.31

Appreciation of Diversity	3 / 100%	0	0	3 / 100%	0	0	3 / 100%	0	0	3.00 3 0
----------------------------------	----------	---	---	----------	---	---	----------	---	---	----------------

Dispositional Data Fall 2020

	Cooperating Teacher N=13			College Supervisor N=13			Student Self-Evaluation N=13			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	
Professionalism	13 / 100%	0	0	9 / 69%	4 / 31%	0	12 / 92%	1 / 8%	0	2.87 3 0.33
Cooperation/Flexibility	13 / 100%	0	0	12 / 92%	1 / 8%	0	12 / 92%	1 / 8%	0	2.95 3 0.22
Reflection	13 / 100%	0	0	11 / 85%	2 / 15%	0	11 / 85%	2 / 15%	0	2.90 3 0.30
Emotional Development	13 / 100%	0	0	12 / 92%	1 / 8%	0	13 / 100%	0	0	2.97 3 0.16
Communication Skills	13 / 100%	0	0	12 / 92%	1 / 8%	0	10 / 77%	3 / 23%	0	2.90 3 0.30
Appreciation of Diversity	13 / 100%	0	0	13 / 100%	0	0	13 / 100%	0	0	3.00 3 0

Dispositional Data Spring 2020

	Cooperating Teacher N=4			College Supervisor N=4			Student Self-Evaluation N=4			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	
Professionalism	4 / 100%	0	0	4 / 100%	0	0	4 / 100%	0	0	3.00 3 0
Cooperation/Flexibility	4 / 100%	0	0	4 / 100%	0	0	4 / 100%	0	0	3.00 3 0
Reflection	4 / 100%	0	0	4 / 100%	0	0	4 / 100%	0	0	3.00

										3 0
Emotional Development	4 / 100%	0	0	4 / 100%	0	0	4 / 100%	0	0	3.00 3 0
Communication Skills	4 / 100%	0	0	4 / 100%	0	0	4 / 100%	0	0	3.00 3 0
Appreciation of Diversity	4 / 100%	0	0	4 / 100%	0	0	4 / 100%	0	0	3.00 3 0

*Two students did not have evaluations from the cooperating teacher because they dropped the course.

Dispositional Data Fall 2019

	Cooperating Teacher N=20			College Supervisor N=20			Student Self-Evaluation N=20			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	
Professionalism	18 / 90%	2 / 10%	0	17 / 85%	3 / 15%	0	20 / 100%	0	0	2.92 3 0.28
Cooperation/Flexibility	18 / 90%	2 / 10%	0	17 / 85%	3 / 15%	0	20 / 100%	0	0	2.92 3 0.28
Reflection	17 / 85%	3 / 15%	0	19 / 95%	1 / 5%	0	18 / 90%	2 / 10%	0	2.90 3 0.30
Emotional Development	17 / 85%	3 / 15%	0	18 / 90%	2 / 10%	0	20 / 100%	0	0	2.92 3 0.28
Communication Skills	16 / 80%	4 / 20%	0	18 / 90%	2 / 10%	0	18 / 90%	2 / 10%	0	2.87 3 0.34
Appreciation of Diversity	17 / 85%	3 / 15%	0	20 / 100%	0	0	20 / 100%	0	0	2.95 3 0.22

Dispositional Data Spring 2019

	Cooperating Teacher N=5	College Supervisor N=5	Student Self-Evaluation N=5
--	----------------------------	---------------------------	--------------------------------

	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	Mean Mode SD
Professionalism	5/100%	0	0	5/100%	0	0	4/80%	1/20%	0	2.93 3 0.25
Cooperation/Flexibility	5/100%	0	0	4/80%	1/20%	0	4/80%	1/20%	0	2.87 3 0.34
Reflection	5/100%	0	0	5/100%	0	0	5/100%	0	0	3.00 3 0
Emotional Development	4/80%	1/20%	0	5/100%	0	0	3/60%	2/40%	0	2.80 3 0.40
Communication Skills	5/100%	0	0	3/60%	2/40%	0	3/60%	2/40%	0	2.73 3 0.44
Appreciation of Diversity	5/100%	0	0	5/100%	0	0	3/60%	2/40%	0	2.87 3 0.34

Dispositional Data Fall 2018

n=6	Accomplished	Emerging	Unsatisfactory/Rarely	Mean Mode SD
Professionalism	6 / 100%	0	0	3.00 3 0
Cooperation/ Flexibility	6 / 100%	0	0	3.00 3 0
Reflection	6 / 100%	0	0	3.00 3 0
Emotional Development	6 / 100%	0	0	3.00 3 0
Communication Skills	6 / 100%	0	0	3.00 3 0

Appreciation of Diversity	6 / 100%	0	0	3.00 3 0
----------------------------------	----------	---	---	----------------

EDUC 475: Student Teaching

Dispositional Data Spring 2021

	Mid-Term College Supervisor N= Students were not permitted in classrooms due to the COVID-19 pandemic.			Mid-Term Cooperating Teacher N=12			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/Rarely	Accomplished	Emerging	Unsatisfactory/Rarely	
Professionalism	NA	NA	NA	12 / 100%	0	0	3.00 3 0
Cooperation/Flexibility	NA	NA	NA	12 / 100%	0	0	3.00 3 0
Reflection	NA	NA	NA	12 / 100%	0	0	3.00 3 0
Emotional Development	NA	NA	NA	12 / 100%	0	0	3.00 3 0
Communication Skills	NA	NA	NA	11 / 92%	1 / 8%	0	2.92 3 0.28
Appreciation of Diversity	NA	NA	NA	12 / 100%	0	0	3.00 3 0
	Final College Supervisor N= Students were not permitted in classrooms due to the COVID-19 pandemic.			Final Cooperating Teacher N=12			
	Accomplished	Emerging	Unsatisfactory/Rarely	Accomplished	Emerging	Unsatisfactory/Rarely	
Professionalism	NA	NA	NA	12 / 100%	0	0	3.00 3 0
Cooperation/Flexibility	NA	NA	NA	12 / 100%	0	0	3.00 3 0

Reflection	NA	NA	NA	12 / 100%	0	0	3.00 3 0
Emotional Development	NA	NA	NA	12 / 100%	0	0	3.00 3 0
Communication Skills	NA	NA	NA	11 / 92%	1 / 8%	0	2.92 3 0.28
Appreciation of Diversity	NA	NA	NA	12 / 100%	0	0	3.00 3 0

Dispositional Data Fall 2020

	Mid-Term College Supervisor N= Students were not permitted in classrooms due to the COVID-19 pandemic.			Mid-Term Cooperating Teacher N=15			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/Rarely	Accomplished	Emerging	Unsatisfactory/Rarely	
Professionalism	NA	NA	NA	15 / 100%	0	0	3.00 3 0
Cooperation/Flexibility	NA	NA	NA	14 / 93%	1 / 7%	0	2.93 3 0.25
Reflection	NA	NA	NA	14 / 93%	1 / 7%	0	2.93 3 0.25
Emotional Development	NA	NA	NA	14 / 93%	1 / 7%	0	2.93 3 0.25
Communication Skills	NA	NA	NA	14 / 93%	1 / 7%	0	2.93 3 0.25
Appreciation of Diversity	NA	NA	NA	14 / 93%	1 / 7%	0	2.93 3 0.25
	Final College Supervisor			Final Cooperating Teacher N=2			

	N= Students were not permitted in classrooms due to the COVID-19 pandemic.						
	Accomplished	Emerging	Unsatisfactory/Rarely	Accomplished	Emerging	Unsatisfactory/Rarely	
Professionalism	NA	NA	NA	14 / 93%	1 / 7%	0	2.93 3 0.25
Cooperation/Flexibility	NA	NA	NA	14 / 93%	1 / 7%	0	2.93 3 0.25
Reflection	NA	NA	NA	14 / 93%	1 / 7%	0	2.93 3 0.25
Emotional Development	NA	NA	NA	15 / 100%	0	0	3.00 3 0
Communication Skills	NA	NA	NA	15 / 100%	0	0	3.00 3 0
Appreciation of Diversity	NA	NA	NA	15 / 100%	0	0	3.00 3 0

Dispositional Data Spring 2020

	Final College Supervisor First Placement N=15			Final Cooperating Teacher First Placement N=15			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/Rarely	Accomplished	Emerging	Unsatisfactory/Rarely	
Professionalism	14 / 93%	0	1 / 7%	15 / 100%	0	0	2.93 3 0.36
Cooperation/Flexibility	14 / 93%	1 / 7%	0	14 / 93%	1 / 7%	0	2.93 3 0.25
Reflection	14 / 93%	1 / 7%	0	14 / 93%	1 / 7%	0	2.93 3 0.25
Emotional Development	15 / 100%	0	0	15 / 100%	0	0	3.00 3 0

Communication Skills	15 / 100%	0	0	13 / 87%	2 / 13%	0	2.93 3 0.25
Appreciation of Diversity	15 / 100%	0	0	14 / 93%	1 / 7%	0	2.93 3 0.36
	Final College Supervisor Second Placement N=2			Final Cooperating Teacher Second Placement N=2			
	Accomplished	Emerging	Unsatisfactory/Rarely	Accomplished	Emerging	Unsatisfactory/Rarely	
Professionalism	*	*	*	*	*	*	*
Cooperation/Flexibility	*	*	*	*	*	*	*
Reflection	*	*	*	*	*	*	*
Emotional Development	*	*	*	*	*	*	*
Communication Skills	*	*	*	*	*	*	*
Appreciation of Diversity	*	*	*	*	*	*	*

*Second placement evaluations could not be completed due to school closures related to COVID-19.

Dispositional Data Fall 2019

	Final College Supervisor First Placement N=2			Final Cooperating Teacher First Placement N=2			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/Rarely	Accomplished	Emerging	Unsatisfactory/Rarely	
Professionalism	1 / 50%	1 / 50%	0	2 / 100%	0	0	2.75 3 0.43
Cooperation/Flexibility	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Reflection	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Emotional Development	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Communication Skills	2 / 100%	0	0	2 / 100%	0	0	3.00 3

							0
Appreciation of Diversity	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
	Final College Supervisor Second Placement N=2			Final Cooperating Teacher Second Placement N=2			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/Rarely	Accomplished	Emerging	Unsatisfactory/Rarely	
Professionalism	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Cooperation/Flexibility	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Reflection	1 / 50%	1 / 50%	0	2 / 100%	0	0	2.75 3 0.43
Emotional Development	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Communication Skills	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Appreciation of Diversity	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0

Dispositional Data Spring 2019

	Final College Supervisor First Placement N=5			Final Cooperating Teacher First Placement N=5			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/Rarely	Accomplished	Emerging	Unsatisfactory/Rarely	
Professionalism	4 / 80%	1 / 20%	0	5 / 100%	0	0	2.90 3 0.3
Cooperation/Flexibility	5 / 100%	0	0	5 / 100%	0	0	3.00

							3 0
Reflection	5 / 100%	0	0	5 / 100%	0	0	3.00 3 0
Emotional Development	4 / 80%	1 / 20%	0	5 / 100%	0	0	2.90 3 0.3
Communication Skills	5 / 100%	0	0	5 / 100%	0	0	3.00 3 0
Appreciation of Diversity	5 / 100%	0	0	4 / 80%	1 / 20%	0	2.90 3 0.3
	Final College Supervisor Second Placement N=5			Final Cooperating Teacher Second Placement N=5			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/Rarely	Accomplished	Emerging	Unsatisfactory/Rarely	
Professionalism	4 / 80%	1 / 20%	0	5 / 100%	0	0	2.90 3 0.3
Cooperation/Flexibility	5 / 100%	0	0	4 / 80%	1 / 20%	0	2.90 3 0.3
Reflection	4 / 80%	1 / 20%	0	2 / 40%	3 / 60%	0	2.60 3 0.49
Emotional Development	4 / 80%	1 / 20%	0	3 / 60%	2 / 40%	0	2.70 3 0.46
Communication Skills	3 / 60%	2 / 40%	0	5 / 100%	0	0	2.80 3 0.40
Appreciation of Diversity	5 / 100%	0	0	3 / 60%	2 / 40%	0	2.80 3 0.40

Dispositional Data Fall 2018

	Final College Supervisor	Final Mentor	Mean
--	---------------------------------	---------------------	-------------

	First Placement N=2			First Placement N=2			Mode SD
	Accomplished	Emerging	Unsatisfactory/Rarely	Accomplished	Emerging	Unsatisfactory/Rarely	
Professionalism	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Cooperation/Flexibility	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Reflection	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Emotional Development	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Communication Skills	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Appreciation of Diversity	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
	Final College Supervisor Second Placement N=13			Final Mentor Second Placement N=13			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/Rarely	Accomplished	Emerging	Unsatisfactory/Rarely	
Professionalism	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Cooperation/Flexibility	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Reflection	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Emotional Development	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Communication Skills	2 / 100%	0	0	2 / 100%	0	0	3.00 3

							0
Appreciation of Diversity	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0

ADD Interrater Reliability for Current

Spring 2018 Dispositional Data - Interrater Reliability

	A	B	C	D	E
1		Rater 1	Rater 2	Mean	Stdev
2	Professionalism	3	2.826	2.913	0.123
3	Cooperation/Flexibility	3	2.826	2.913	0.123
4	Reflection	3	2.522	2.761	0.338
5	Emotional Development	3	2.913	2.957	0.061
6	Communication Skills	3	2.87	2.935	0.092
7	Appreciation of Diversity	3	3	3	0
8					

A third rater was not included because the Director of Institutional Effectiveness, and LiveText Coordinator, left the college and we were unable to get the rater entered into the system.