



*School of Education
Evaluation of Dispositions
(WV Professional Teaching Standards)*

Candidate: _____ Semester: _____ Year: _____ BSU Supervisor: _____

Cooperating Teacher: _____ Name of School: _____ Subject/Grade: _____

Please review the criteria and rate the teacher candidate with a score of 1, 1.5, 2, 2.5, or 3 based on his/her performance.

The candidate demonstrates:	Accomplished (3)	2.5	Emerging (2)	1.5	Unsatisfactory/Rarely (1)
Professionalism (InTASC 9,10; WVPTS 4, 5) Score _____	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	In addition to rating "2" performance, partial success at rating of "3"	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	With assistance, partial success at rating of "2"	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 (InTASC 10; WVPTS 4, 5) Score _____	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	In addition to rating "2" performance, partial success at rating of "3"	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	With assistance, partial success at rating of "2"	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

<p>Reflection (InTASC 6, 9; WVPTS 1, 3, 4, 5)</p> <p>Score _____</p>	<p>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</p>	<p>In addition to rating “ 2” performance, partial success at rating of “ 3”</p>	<p>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</p>	<p>With assistance, partial success at rating of “ 2”</p>	<p>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</p>
<p>Emotional Development (InTASC 1, 3, 9; WVPTS 1, 2, 4, 5)</p> <p>Score _____</p>	<p>Displays emotional control Uses reflection as self-assessment of behavior Responds appropriately to actions of others Provides and willingly accepts constructive feedback</p>	<p>In addition to rating “ 2” performance, partial success at rating of “ 3”</p>	<p>Frequently/usually displays emotional control Uses reflection as self-assessment of behavior Responds appropriately to actions of others Provides and willingly accepts constructive feedback</p>	<p>With assistance, partial success at rating of “ 2”</p>	<p>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</p>
<p>Communication Skills (InTASC 3, 7, 8; WVPTS 1, 2, 3)</p> <p>Score _____</p>	<p>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</p>	<p>In addition to rating “ 2” performance, partial success at rating of “ 3”</p>	<p>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</p>	<p>With assistance, partial success at rating of “ 2”</p>	<p>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</p>

Justification of Information in Disposition Survey

Based on Extant Literature

The art of effectively educating all students involves more than mastering content and pedagogy—it also depends on cultivating and demonstrating a **positive teaching disposition** (Bullough, 2023). Contemporary research affirms that teacher dispositions—beliefs, values, attitudes, and habitual ways of behaving—are essential to instructional effectiveness, especially in areas such as classroom management, responsiveness, and maintaining high expectations (Truscott & Stenhouse, 2022; Zhang et al., 2022). Current discourse emphasizes that dispositions are not fixed traits but can be intentionally developed through teacher preparation and mentoring (Zhang et al., 2022).

Teacher education programs therefore carry a crucial responsibility to **model, teach, and assess** professional dispositions that contribute to student success and collegial collaboration (Dack, 2023). Effective programs integrate dispositional development across coursework and field experiences while using structured assessments to monitor growth.

At **Bluefield State University**, the teacher education program embeds the development of professional dispositions across all stages of study. Using a Likert-type scale, preservice teachers are evaluated in six domains: professionalism, cooperation/flexibility, reflection, emotional development, communication skills, and appreciation of diversity. This instrument aligns with Danielson’s *Framework for Teaching* (2007) and integrates research-based models such as high-leverage practices, transformative learning theory, and social-emotional learning, thereby ensuring that candidates acquire the dispositions required for equitable and effective teaching.

Professionalism and **cooperation/flexibility** represent foundational qualities in teacher education. Professionalism includes ethical conduct, confidentiality, time management, and commitment to continuous improvement. Cooperation and flexibility are demonstrated through collaboration with peers, responsiveness to feedback, and adaptability to changing classroom contexts (Dack, 2023). Research highlights that teachers who engage collaboratively and display adaptability contribute more effectively to positive school culture and student outcomes (Zhang et al., 2022).

Reflection remains central to professional growth. Structured reflective practice allows preservice teachers to examine their beliefs, evaluate instructional choices, and refine their approaches over time (Meidl, 2022). Reflection is linked to improved teacher efficacy and informed responsiveness to diverse student needs (Zhang et al., 2022).

Emotional development is increasingly recognized as essential to teacher effectiveness. Teachers with strong social-emotional competencies are better equipped to manage classroom dynamics, model empathy, and sustain supportive learning environments (Hollenstein, 2024; Schonert-Reichl, 2017). Moreover, research demonstrates that teachers who regulate emotions effectively foster higher student engagement and achievement (Lin et al., 2021).

The final two disposition areas—**communication skills** and **appreciation of diversity**—are integral to equitable and inclusive teaching. Effective communication fosters clarity, trust, and positive relationships with students and colleagues (Truscott & Stenhouse, 2022). Appreciation of diversity requires teachers to create inclusive classrooms that celebrate cultural, linguistic, and ability differences while advancing equity and belonging (Truscott & Stenhouse, 2022; Zhang et al., 2022). These dispositions align with national movements in teacher education emphasizing culturally responsive and anti-bias practice as essential to professional identity.

Together, these six domains represent the holistic framework through which Bluefield State University prepares teacher candidates to become reflective, ethical, and responsive educators who embody the professional and interpersonal qualities necessary to meet the diverse needs of all learners.

References

- Bullough, R. V. (2023). *The moral life of teacher education: Dispositions and reflection in practice*. *Teachers College Record*, 125(4), 221–240.
- Dack, H. (2023). Developing professional dispositions through adaptive teacher education. *Contributions in Management and Learning Environments*, 28(1), 1–15. <https://digitalcommons.georgiasouthern.edu/cimle/vol28/iss1/3/>
- Hollenstein, T. (2024). Emotion regulation in teaching: Balancing care and control in the classroom. *Journal of Curriculum Studies*, 56(3), 355–373. <https://doi.org/10.1080/00220272.2024.2328042>
- Lin, C., Chai, C. S., & Jong, M. S. Y. (2021). Modeling teachers' vitality: The roles of dispositions and emotion regulation. *Frontiers in Psychology*, 12, 697583. <https://doi.org/10.3389/fpsyg.2021.697583>
- Meidl, C. (2022). Reflection and growth: The development of preservice teacher efficacy through reflective practice. *Journal of Community Engagement and Scholarship*, 14(2), 52–65.
- Schonert-Reichl, K. A. (2017). Social and emotional learning and teachers. *The Future of Children*, 27(1), 137–155. <https://doi.org/10.1353/foc.2017.0007>
- Truscott, D., & Stenhouse, L. (2022). Cultivating equity-minded teacher dispositions in educator preparation programs. *Research Issues in Contemporary Education*, 7(2), 101–118. <https://files.eric.ed.gov/fulltext/EJ1342724.pdf>
- Zhang, Y., Hayes, M., TeHau-Grant, R., Skeoch, S., France, M., Jiang, S., & Barnes, J. (2022). Developing teacher dispositions through reflective and relational practice. *Teaching and Teacher Education*, 113, 103667. <https://doi.org/10.1016/j.tate.2022.103667>

EDUC 110**Dispositional Data 2024-2025 (Traditional Students) (C1)**

	Final Cooperating Teacher Elementary Education Placement N= 17			Final Cooperating Teacher Middle Education Placement N=17			Final University Supervisor Evaluation Overall Experience N=17			Final Student Self-Evaluation Overall Experience N=14			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory / Rarely	Accomplished	Emerging	Unsatisfactory / Rarely	Accomplished	Emerging	Unsatisfactory / Rarely	Accomplished	Emerging	Unsatisfactory / Rarely	
Professionalism	17	0	0	16	1	0	17	0	0	17	0	0	2.99 3 0.12
Cooperation / Flexibility	15	2	0	15	2	0	17	0	0	17	0	0	2.94 3 0.24
Reflection	15	2	0	15	2	0	17	0	0	17	0	0	2.94 3 0.24
Emotional Development	15	2	0	16	1	0	17	0	0	17	0	0	2.95 3 0.21
Communication Skills	14	3	0	17	0	0	16	1	0	17	0	0	2.94 3 0.24
Appreciation of Diversity	14	3	0	16	1	0	17	0	0	17	0	0	2.94 3 0.24

EDUC 110**Dispositional Data Fall 2024 (GYO Students)**

	Final Cooperating Teacher Elementary Education Placement N= 20			Final University Supervisor Evaluation Overall Experience 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	20	0	0	13	6	1	7	13	0	2.68 3 0.47
Cooperation / Flexibility	18	2	0	20	0	0	15	5	0	2.88 3 0.32
Reflection	17	3	0	16	3	1	15	5	0	2.82 3 0.39
Emotional Development	20	0	0	20	0	0	13	7	0	2.88 3 0.32
Communication Skills	19	1	0	11	8	1	10	10	0	2.67 3 0.51
Appreciation of Diversity	19	1	0	20	0	0	9	11	0	2.80 3 0.40

Dispositional Data 2023-2024 (Traditional Students) (C2)

	Final Cooperating Teacher Elementary Education Placement N= 14			Final Cooperating Teacher Middle Education Placement N=14			Final University Supervisor Evaluation Overall Experience N=14			Final Student Self-Evaluation Overall Experience N=14			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory / Rarely	Accomplished	Emerging	Unsatisfactory / Rarely	Accomplished	Emerging	Unsatisfactory / Rarely	Accomplished	Emerging	Unsatisfactory / Rarely	
Professionalism	13 / 93%	1 / 7%	0	14 / 100%	0	0	10 / 71%	4 / 29%	0	13 / 93%	1 / 7%	0	2.89 3 0.31
Cooperation / Flexibility	10 / 71%	3 / 21%	1 / 7%	12 / 80%	2 / 14%	0	12 / 80%	2 / 14%	0	12 / 80%	2 / 14%	0	2.80 3 0.44
Reflection	11 / 79%	2 / 14%	1 / 7%	12 / 80%	2 / 14%	0	11 / 79%	3 / 30%	0	11 / 79%	3 / 30%	0	2.79 3 0.45
Emotional Development	13 / 93%	1 / 7%	0	13 / 93%	1 / 7%	0	13 / 93%	1 / 7%	0	13 / 93%	1 / 7%	0	2.93 3 0.26
Communication Skills	13 / 93%	1 / 7%	0	13 / 93%	1 / 7%	0	14 / 100%	0	0	12 / 80%	2 / 14%	0	2.93 3 0.26
Appreciation of Diversity	12 / 80%	1 / 7%	1 / 7%	13 / 93%	1 / 7%	0	14 / 100%	0	0	11 / 79%	3 / 30%	0	2.88 3 0.38

Dispositional Data Fall 2023 (GYO Students)

	Final Cooperating Teacher N= 12			Final University Supervisor Evaluation Overall Experience N=12			Final Student Self-Evaluation Overall Experience N=12			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory / Rarely	Accomplished	Emerging	Unsatisfactory / Rarely	Accomplished	Emerging	Unsatisfactory / Rarely	
Professionalism	12 / 100%	0	0	12 / 100%	0	0	12 / 100%	0	0	3.00 3 0
Cooperation / Flexibility	12 / 100%	0	0	12 / 100%	0	0	12 / 100%	0	0	3.00 3 0
Reflection	10 / 83%	2 / 17%	0	9 / 75%	3 / 25%	0	7 / 58%	5 / 42%	0	2.72 3 0.45
Emotional Development	12 / 100%	0	0	7 / 58%	5 / 42%	0	11 / 92%	1 / 8%	0	2.83 3 0.37
Communication Skills	12 / 100%	0	0	6 / 50%	6 / 50%	0	5 / 42%	7 / 58%	0	2.64 3 0.48
Appreciation of Diversity	12 / 100%	0	0	12 / 100%	0	0	11 / 92%	1 / 8%	0	2.97 3 0.16

Dispositional Data 2022 – 2023 (Traditional Students)

	Final Cooperating Teacher Elementary Education Placement N= 20*			Final Cooperating Teacher Middle Education Placement N=21			Final University Supervisor Evaluation Overall Experience N=21			Final Student Self-Evaluation Overall Experience N=21			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory / Rarely	Accomplished	Emerging	Unsatisfactory / Rarely	Accomplished	Emerging	Unsatisfactory / Rarely	Accomplished	Emerging	Unsatisfactory / Rarely	
Professionalism	20 / 100%	0	0	21 / 100%	0	0	18 / 86%	2 / 10%	1 / 5%	19 / 90%	2 / 10%	0	2.93 3 0.30
Cooperation / Flexibility	20 / 100%	0	0	21 / 100%	0	0	19 / 90%	2 / 10%	0	19 / 90%	2 / 10%	0	2.94 3 0.24
Reflection	20 / 100%	0	0	21 / 100%	0	0	20 / 95%	0	1 / 5%	20 / 95%	1 / 5%	0	2.96 3 0.24
Emotional Development	20 / 100%	0	0	21 / 100%	0	0	20 / 95%	1 / 5%	0	20 / 95%	1 / 5%	0	2.98 3 0.15
Communication Skills	20 / 100%	0	0	19 / 90%	2 / 10%	0	21 / 100%	0	0	18 / 86%	3 / 14%	0	2.94 3 0.24
Appreciation of Diversity	20 / 100%	0	0	20 / 95%	1 / 5%	0	21 / 100%	0	0	20 / 95%	1 / 5%	0	2.98 3 0.15

*One student did not complete the elementary observations and did not successfully pass the course.

Dispositional Data Fall 2022 (GYO)

	Final Cooperating Teacher Elementary Education Placement N= 33			Final Cooperating Teacher Middle Education Placement N= 33			Final University Supervisor Evaluation Overall Experience N= 33			Final Student Self-Evaluation Overall Experience N= 31*			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory / Rarely	Accomplished	Emerging	Unsatisfactory / Rarely	Accomplished	Emerging	Unsatisfactory / Rarely	Accomplished	Emerging	Unsatisfactory / Rarely	
Professionalism	28 / 85%	5 / 15%	0	28 / 85%	5 / 15%	0	23 / 70%	10 / 30%	0	26 / 84%	5 / 16%	0	2.81 3 0.39
Cooperation / Flexibility	28 / 85%	5 / 15%	0	28 / 85%	5 / 15%	0	33 / 100%	0	0	23 / 74%	8 / 26%	0	2.86 3 0.35
Reflection	30 / 91%	3 / 9%	0	30 / 91%	3 / 9%	0	31 / 94%	2 / 6%	0	20 / 65%	11 / 35%	0	2.85 3 0.35
Emotional Development	25 / 76%	8 / 24%	0	25 / 76%	8 / 24%	0	33 / 100%	0	0	24 / 77%	7 / 23%	0	2.82 3 0.38
Communication Skills	24 / 73%	9 / 27%	0	23 / 70%	10 / 30%	0	31 / 94%	2 / 6%	0	16 / 52%	14 / 45%	1 / 32%	2.72 3 0.46
Appreciation of Diversity	33 / 100%	0	0	33 / 100%	0	0	33 / 100%	0	0	22 / 71%	9 / 29%	0	2.93 3 0.25

*Two students did not submit the self-evaluation.

EDUC 280**Dispositional Data Fall 2024 (C1)**

	Cooperating Teacher N=12			University Supervisor N=12			Student Self-Evaluation N=12			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	
Professionalism	12 / 100%	0	0	11 / 92%	1 / 8%	0	12 / 100%	0	0	2.97 3 0.16
Cooperation/Flexibility	12 / 100%	0	0	12 / 100%	0	0	8 / 67%	4 / 33%	0	2.89 3 0.31
Reflection	12 / 100%	0	0	12 / 100%	0	0	9 / 75%	3 / 25%	0	2.92 3 0.28
Emotional Development	12 / 100%	0	0	11 / 92%	1 / 8%	0	12 / 100%	0	0	2.97 3 0.16
Communication Skills	12 / 100%	0	0	12 / 100%	0	0	11 / 92%	1 / 8%	0	2.97 3 0.16
Appreciation of Diversity	12 / 100%	0	0	12 / 100%	0	0	12 / 100%	0	0	3.00 3 0

Dispositional Data Fall 2023 (C2)

	Cooperating Teacher N=14			University Supervisor N=14			Student Self-Evaluation N=14			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	
Professionalism	13 / 93%	1 / 7%	0	14 / 100%	0	0	11 / 79%	3 / 21%	0	2.90 3 0.29
Cooperation/Flexibility	14 / 100%	0	0	13 / 93%	1 / 7%	0	12 / 86%	2 / 14%	0	2.93 3 0.26
Reflection	11 / 79%	3 / 21%	0	14 / 100%	0	0	11 / 79%	3 / 21%	0	2.86 3 0.35
Emotional Development	14 / 100%	0	0	14 / 100%	0	0	11 / 79%	3 / 21%	0	2.93 3 0.26
Communication Skills	14 / 100%	0	0	14 / 100%	0	0	12 / 86%	2 / 14%	0	2.95 3 0.21
Appreciation of Diversity	14 / 100%	0	0	14 / 100%	0	0	13 / 93%	1 / 7%	0	2.98 3 0.15

Dispositional Data Fall 2022 (C3)

	Cooperating Teacher N=13			University Supervisor N=13			Student Self-Evaluation N=13			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	
Professionalism	11 / 85%	2 / 15%	0	13 / 100%	0	0	11 / 85%	2 / 15%	0	2.90 3 0.30
Cooperation/Flexibility	11 / 85%	2 / 15%	0	11 / 85%	2 / 15%	0	12 / 92%	1 / 8%	0	2.87 3 0.33
Reflection	9 / 69%	4 / 31%	0	11 / 85%	2 / 15%	0	10 / 77%	3 / 23%	0	2.77 3 0.42
Emotional Development	12 / 92%	1 / 8%	0	13 / 100%	0	0	11 / 85%	2 / 15%	0	2.92 3 0.27
Communication Skills	11 / 85%	2 / 15%	0	13 / 100%	0	0	11 / 85%	2 / 15%	0	2.90 3 0.30
Appreciation of Diversity	12 / 92%	1 / 8%	0	13 / 100%	0	0	13 / 100%	0	0	2.97 3 0.16

EDUC 473: Residency 1 (new course in Sp22)

Dispositional Data 2024 - 2025

	Mid-Term Cooperating Teacher N=11			Mid-Term University Supervisor N=11			Mid-Term Student Self-Evaluation N=11			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	
Professionalism	11 / 100%	0	0	11 / 100%	0	0	9 / 82%	2 / 18%	0	2.94 3 0.24
Cooperation/Flexibility	11 / 100%	0	0	11 / 100%	0	0	11 / 100%	0	0	3.00 3 0
Reflection	11 / 100%	0	0	11 / 100%	0	0	10 / 91%	1 / 9%	0	2.97 3 0.17
Emotional Development	11 / 100%	0	0	11 / 100%	0	0	10 / 91%	1 / 9%	0	2.97 3 0.17
Communication Skills	11 / 100%	0	0	11 / 100%	0	0	10 / 91%	1 / 9%	0	2.97 3 0.17
Appreciation of Diversity	11 / 100%	0	0	11 / 100%	0	0	9 / 82%	2 / 18%	0	2.94 3 0.24
	Final Cooperating Teacher N=11			Final University Supervisor N=11			Final Student Self-Evaluation N=11			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	
Professionalism	11 / 100%	0	0	11 / 100%	0	0	11 / 100%	0	0	3.00 3 0
Cooperation/Flexibility	11 / 100%	0	0	11 / 100%	0	0	11 / 100%	0	0	3.00 3 0
Reflection	11 / 100%	0	0	11 / 100%	0	0	10 / 91%	1 / 9%	0	2.97 3 0.17
Emotional Development	11 / 100%	0	0	11 / 100%	0	0	11 / 100%	0	0	3.00 3 0

Communication Skills	11 / 100%	0	0	11 / 100%	0	0	11 / 100%	0	0	3.00 3 0
Appreciation of Diversity	11 / 100%	0	0	11 / 100%	0	0	10 / 91%	1 / 9%	0	2.97 3 0.17

Dispositional Data 2023 - 2024

	Mid-Term Cooperating Teacher N=13			Mid-Term University Supervisor N=13			Mid-Term Student Self-Evaluation N=13			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	
Professionalism	12 / 92%	1 / 8%	0	11 / 85%	2 / 15%	0	12 / 92%	1 / 8%	0	2.90 3 0.30
Cooperation/Flexibility	13 / 100%	0	0	11 / 85%	2 / 15%	0	12 / 92%	1 / 8%	0	2.92 3 0.27
Reflection	11 / 85%	2 / 15%	0	11 / 85%	2 / 15%	0	10 / 77%	3 / 23%	0	2.82 3 0.38
Emotional Development	12 / 92%	1 / 8%	0	13 / 100%	0	0	11 / 85%	2 / 15%	0	2.92 3 0.27
Communication Skills	11 / %	2 / 15%	0	11 / 85%	2 / 15%	0	11 / 85%	2 / 15%	0	2.85 3 0.36
Appreciation of Diversity	13 / 100%	0	0	13 / 100%	0	0	13 / 100%	0	0	3.00 3 0
	Final Cooperating Teacher N=13			Final University Supervisor N=13			Final Student Self-Evaluation N=13			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	
Professionalism	12 / 92%	1 / 8%	0	13 / 100%	0	0	10 / 77%	3 / 23%	0	2.90 3 0.30
Cooperation/Flexibility	13 / 100%	0	0	13 / 100%	0	0	11 / 85%	2 / 15%	0	2.95 3 0.22
Reflection	13 / 100%	0	0	13 / 100%	0	0	10 / 77%	3 / 23%	0	2.92 3 0.27
Emotional Development	12 / 92%	1 / 8%	0	13 / 100%	0	0	12 / 92%	1 / 8%	0	2.95 3 0.22
Communication Skills	12 / 92%	1 / 8%	0	13 / 100%	0	0	11 / 85%	2 / 15%	0	2.92

										3 0.27
Appreciation of Diversity	13 / 100%	0	0	13 / 100%	0	0	11 / 85%	2 / 15%	0	2.95 3 0.22

Dispositional Data 2022 – 2023 (New course in Spring '22 – No students were enrolled in Fall '22)

	Mid-Term Cooperating Teacher N=2			Mid-Term University Supervisor N=2			Mid-Term Student Self-Evaluation N=2			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	
Professionalism	2 / 100%	0	0	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Cooperation/Flexibility	2 / 100%	0	0	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Reflection	2 / 100%	0	0	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Emotional Development	2 / 100%	0	0	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Communication Skills	2 / 100%	0	0	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Appreciation of Diversity	2 / 100%	0	0	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
	Final Cooperating Teacher N=2			Final University Supervisor N=2			Final Student Self-Evaluation N=2			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	
Professionalism	2 / 100%	0	0	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Cooperation/Flexibility	2 / 100%	0	0	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Reflection	2 / 100%	0	0	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Emotional Development	2 / 100%	0	0	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0
Communication Skills	2 / 100%	0	0	2 / 100%	0	0	2 / 100%	0	0	3.00 3 0

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

EDUC 475: Residency 2

Dispositional Data 2024 – 2025 (C1)

	Mid-Term Cooperating Teacher N=16			Mid-Term University Supervisor N=16			Mean Mode SD			
	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely				
Professionalism	14 / 88%	2 / 12%	0	15 / 94%	1 / 6%	0	2.91 3 0.29			
Cooperation/Flexibility	14 / 88%	2 / 12%	0	15 / 94%	1 / 6%	0	2.91 3 0.29			
Reflection	16 / 100%	0	0	14 / 88%	1 / 6%	1 / 6%	2.91 3 0.38			
Emotional Development	16 / 100%	0	0	14 / 88%	2 / 12%	0	2.94 3 0.24			
Communication Skills	15 / 94%	1 / 6%	0	16 / 100%	0	0	2.97 3 0.17			
Appreciation of Diversity	15 / 94%	0	1 / 6%	16 / 100%	0	0	2.94 3 0.35			
	Final Cooperating Teacher N=16			Final University Supervisor N=16			Final Student Self-Evaluation+ N=16			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	
Professionalism	14 / 88%	2 / 12%	0	15 / 94%	1 / 6%	0	16 / 100%	0	0	2.94 3 0.24
Cooperation/Flexibility	15 / 94%	1 / 6%	0	16 / 100%	0	0	16 / 100%	0	0	2.98 3 0.14
Reflection	15 / 94%	1 / 6%	0	16 / 100%	0	0	14 / 88%	2 / 12%	0	2.94 3 0.24

Emotional Development	15 / 94%	1 / 6%	0	15 / 94%	1 / 6%	0	15 / 94%	1 / 6%	0	2.94 3 0.24
Communication Skills	16 / 100%	0	0	16 / 100%	0	0	15 / 94%	1 / 6%	0	2.98 3 0.14
Appreciation of Diversity	16 / 100%	0	0	16 / 100%	0	0	15 / 94%	1 / 6%	0	2.98 3 0.14

+The EPP continued monitoring and documenting students' self-assessed ratings on professional dispositions with this data cycle.

Dispositional Data 2023 – 2024 (C2)

	Mid-Term University Supervisor N=15			Mid-Term Cooperating Teacher N=15			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/Rarely	Accomplished	Emerging	Unsatisfactory/Rarely	
Professionalism	15 / 100%	0	0	15 / 100%	0	0	3.00 3 0
Cooperation/Flexibility	15 / 100%	0	0	13 / 87%	2 / 13%	0	2.93 3 0.25
Reflection	15 / 100%	0	0	15 / 100%	0	0	3.00 3 0
Emotional Development	15 / 100%	0	0	14 / 93%	1 / 7%	0	2.97 3 0.18
Communication Skills	15 / 100%	0	0	15 / 100%	0	0	3.00 3 0
Appreciation of Diversity	15 / 100%	0	0	14 / 93%	1 / 7%	0	2.97 3 0.18
	Final University Supervisor N= 15			Final Cooperating Teacher N=15			
	Accomplished	Emerging	Unsatisfactory/Rarely	Accomplished	Emerging	Unsatisfactory/Rarely	
Professionalism	15 / 100%	0	0	14 / 93%	1 / 7%	0	2.97 3 0.18
Cooperation/Flexibility	14 / 93%	1 / 7%	0	15 / 100%	0	0	2.97 3 0.18
Reflection	15 / 100%	0	0	14 / 93%	1 / 7%	0	2.97 3 0.18
Emotional Development	15 / 100%	0	0	14 / 93%	1 / 7%	0	2.97 3 0.18
Communication Skills	15 / 100%	0	0	15 / 100%	0	0	3.00

							3 0
Appreciation of Diversity	15 / 100%	0	0	15 / 100%	0	0	3.00 3 0

Dispositional Data 2022-2023 (C3)

	Mid-Term University Supervisor N=12			Mid-Term Cooperating Teacher N=12			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/Rarely	Accomplished	Emerging	Unsatisfactory/Rarely	
Professionalism	11 / 92%	1 / 8%	0	11 / 92%	1 / 8%	0	2.92 3 0.28
Cooperation/Flexibility	12 / 100%	0	0	12 / 100%	0	0	3.00 3 0
Reflection	10 / 83%	2 / 18%	0	10 / 83%	2 / 18%	0	2.83 3 0.37
Emotional Development	11 / 92%	1 / 8%	0	10 / 83%	2 / 18%	0	2.88 3 0.33
Communication Skills	12 / 100%	0	0	11 / 92%	1 / 8%	0	2.96 3 0.20
Appreciation of Diversity	12 / 100%	0	0	12 / 100%	0	0	3.00 3 0
	Final University Supervisor N= 12			Final Cooperating Teacher N=12			
	Accomplished	Emerging	Unsatisfactory/Rarely	Accomplished	Emerging	Unsatisfactory/Rarely	
Professionalism	12 / 100%	0	0	11 / 92%	1 / 8%	0	2.96 3 0.20
Cooperation/Flexibility	12 / 100%	0	0	11 / 92%	1 / 8%	0	2.96 3 0.20
Reflection	12 / 100%	0	0	11 / 92%	1 / 8%	0	2.96 3 0.20
Emotional Development	12 / 100%	0	0	11 / 92%	1 / 8%	0	2.96 3 0.20
Communication Skills	12 / 100%	0	0	12 / 100%	0	0	3.00 3

							0
Appreciation of Diversity	12 / 100%	0	0	11 / 92%	1 / 8%	0	2.96 3 0.20

Note: Note: To protect student privacy and ensure reliable reporting, data by race/ethnicity are not disaggregated for groups with fewer than 10 individuals. Due to the small number of students in the 3 data cycles, data could not be disaggregated by race/ethnicity. The data for 2024-2025 reflects one (1) 5-9 math candidate, one (1) 5-9 ELA candidate, and two (2) K-6 Special Education candidates. The data for 2023-2024 reflects one (1) 5-9 science candidate, two (2) 5-9 ELA candidates, and three (3) K-6 Special Education candidates. The data for 2022-2023 reflects one (1) 5-9 ELA candidate and two (2) K-6 Special Education candidates. Data for this assessment was not disaggregated by endorsement area, as such breakdown was determined not to yield meaningful or beneficial insights.

Data Analysis: The data reveal high rates of “Accomplished” ratings from cooperating teachers, university supervisors, and self-evaluations, with very few scores in the “Emerging” or “Unsatisfactory” range on indicators. Across several terms, both traditional and GYO candidates generally received “Accomplished” ratings in all major disposition areas (e.g., Professionalism, Communication Skills); often, 85-100% of participants were rated at the highest level by all evaluators, suggesting strong support for developing dispositions among diverse pathways. This pattern is consistent whether looking by course section, academic year, or evaluation source (cooperating teacher, supervisor, self). Notably, for several disposition domains, the mean scores hover close to the maximum (approximately 3.0 out of 3.0), with standard deviations indicating limited variability and almost no negative (“Unsatisfactory/Rarely”) ratings. Over multiple years, consistency in high ratings suggests the dispositional benchmarks are well integrated and supported in both coursework and clinical experiences. Occasional score variation (some “Emerging” designation in specific domains or self-ratings slightly lower than supervisor/teacher ratings) may point to areas for candidate self-reflection or opportunities for targeted reinforcement, but overall no subgroup fell below the “Accomplished” band as a cohort. The high dispositional rating trends across time and evaluators provide evidence of both reliable assessment and candidate readiness in non-academic teaching competencies, fulfilling core CAEP standard expectations.

Dispositional Data - Interrater Reliability

	Rater 1	Rater 2	Rater 3	Rater 4	Mean	St. Dev.
Professionalism	2.913	2.761	2.826	3.000	2.875	0.090
Cooperation / Flexibility	2.826	2.826	2.761	2.913	2.832	0.054
Reflection	2.522	2.522	2.826	2.761	2.658	0.138
Emotional Development	2.826	2.522	2.913	2.826	2.772	0.149
Communication Skills	2.957	2.761	2.826	3.000	2.886	0.097
Appreciation of Diversity	3.000	2.957	3.000	2.935	2.973	0.028

Interrater reliability was conducted in Spring 2024 with the 4 EPP faculty.

BLUEFIELD STATE UNIVERSITY
Content Validity Ratio Analysis of Student Teaching Dispositions Instrument

Criteria	# Essential	# Useful, but Not Essential	# Not Essential	CVR
Professionalism	8			1.0
Cooperation / Flexibility	8			1.0
Reflection	7	1		0.75
Emotional Development	8			1.0
Communication Skills	8			1.0
Appreciation of Diversity	8			1.0

Results: The data in this table are based on survey responses from 8 cooperating teachers that have previously served candidates in BSU's Teacher Education Program. Five of the 6 criteria have a validity score of 1, which is the strongest CVR possible based on the sample size. For the remaining criterion, the content validity score is 0.75. The acceptable or critical value for CVR with a panel of **8 raters is 0.75**. This item, is therefore above the threshold considered for revision/elimination and will remain on the evaluation.