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 University 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).

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Bluefield State University 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 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	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 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	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 Score_____	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	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 Score_____	Displays emotional control Uses reflection as self-assessment of behavior Responds appropriately to actions of others Provides and willingly accepts constructive feedback	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 Score_____	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	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 Score_____	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	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: _____			

	Final Cooperating Teacher Elementary Education Placement N= 11			Final Cooperating Teacher Middle Education Placement N=11			Final University 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	11 / 100%	0	0	11 / 100%	0	0	10 / 91%	1 / 9%	0	9 / 82%	2 / 18%	9 / 82%	2.93 3 0.25
Cooperation / Flexibility	11 / 100%	0	0	11 / 100%	0	0	9 / 82%	2 / 18%	9 / 82%	10 / 91%	1 / 9%	0	2.93 3 0.25
Reflection	11 / 100%	0	0	11 / 100%	0	0	11 / 100%	0	0	10 / 91%	1 / 9%	0	2.98 3 0.15
Emotional Development	11 / 100%	0	0	11 / 100%	0	0	11 / 100%	0	0	10 / 91%	1 / 9%	0	2.98 3 0.15
Communication Skills	11 / 100%	0	0	9 / 82%	2 / 18%	0	11 / 100%	0	0	8 / 73%	3 / 27%	0	2.89 3 0.32
Appreciation of Diversity	11 / 100%	0	0	10 / 91%	1 / 9%	0	11 / 100%	0	0	10 / 91%	1 / 9%	0	2.95 3 0.21

	Final Cooperating Teacher Elementary Education Placement N= 9*			Final Cooperating Teacher Middle Education Placement N= 10			Final University Supervisor Evaluation Overall Experience N= 10			Final Student Self-Evaluation Overall Experience N= 10			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory / Rarely	Accomplished	Emerging	Unsatisfactory / Rarely	Accomplished	Emerging	Unsatisfactory / Rarely	Accomplished	Emerging	Unsatisfactory / Rarely	
Professionalism	9 / 100%	0	0	10 / 100%	0	0	8 / 80%	1 / 10%	1 / 10%	10 / 100%	0	0	2.92 3 0.35
Cooperation / Flexibility	8 / 89%	1 / 11%	0	10 / 100%	0	0	10 / 100%	0	0	9 / 90%	1 / 10%	0	2.95 3 0.22
Reflection	9 / 100%	0	0	10 / 100%	0	0	9 / 90%	0	1 / 10%	10 / 100%	0	0	2.95 3 0.32
Emotional Development	9 / 100%	0	0	10 / 100%	0	0	9 / 90%	1 / 10%	0	10 / 100%	0	0	2.97 3 0.16

Communication Skills	9 / 100%	0	0	10 / 100%	0	0	10 / 100%	0	0	10 / 100%	0	0	3.00 3 0
Appreciation of Diversity	9 / 100%	0	0	10 / 100%	0	0	10 / 100%	0	0	10 / 100%	0	0	3.00 3 0

*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.

	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

Dispositional Data Spring 2023

	Cooperating Teacher N=3			University Supervisor N=3			Student Self-Evaluation N=3			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	Accomplished	Emerging	Unsatisfactory/ Rarely	
Professionalism	3 / 100%	0	0	2 / 66%	1 / 33%	0	3 / 100%	0	0	2.89 3 0.31
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 / 66%	1 / 33%	0	2.89 3 0.31
Emotional Development	3 / 100%	0	0	3 / 100%	0	0	2 / 66%	1 / 33%	0	2.89 3 0.31
Communication Skills	3 / 100%	0	0	1 / 33%	2 / 66%	0	3 / 100%	0	0	2.78 3 0.42
Appreciation of Diversity	3 / 100%	0	0	3 / 100%	0	0	3 / 100%	0	0	3.00 3 0

Dispositional Data Fall 2022

	Cooperating Teacher N=4			University 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	3 / 75%	1 / 25%	0	2 / 50%	2 / 50%	0	2.75 3 0.43
Cooperation/Flexibility	4 / 100%	0	0	4 / 100%	0	0	3 / 75%	1 / 25%	0	2.92 3 0.28
Reflection	4 / 100%	0	0	3 / 75%	1 / 25%	0	2 / 50%	2 / 50%	0	2.75 3 0.43
Emotional Development	4 / 100%	0	0	4 / 100%	0	0	3 / 75%	1 / 25%	0	2.92 3

										0.28
Communication Skills	4 / 100%	0	0	2 / 50%	2 / 50%	0	4 / 100%	0	0	2.83 3 0.14
Appreciation of Diversity	4 / 100%	0	0	4 / 100%	0	0	4 / 100%	0	0	3.00 3 0

Dispositional Data Spring 2023

	Mid-Term Cooperating Teacher N=2			University Supervisor N=2			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
	Cooperating Teacher N=2			**University Supervisor N=2**			**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

<mark>Dispositional Data Fall 2022</mark>
No students were enrolled in this course.

Dispositional Data Spring 2023

	Mid-Term University Supervisor N=			Mid-Term Cooperating Teacher N=			Mean Mode SD
	Accomplished	**Emerging**	**Unsatisfactory/Rarely**	**Accomplished**	**Emerging**	**Unsatisfactory/Rarely**	
Professionalism	6 / 100%	0	0	6 / 100%	0	0	3.00 3 0
Cooperation/Flexibility	6 / 100%	0	0	6 / 100%	0	0	3.00 3 0
Reflection	6 / 100%	0	0	6 / 100%	0	0	3.00 3 0
Emotional Development	6 / 100%	0	0	5 / 83%	1 / 17%	0	2.92 3 0.28
Communication Skills	6 / 100%	0	0	5 / 83%	1 / 17%	0	2.92 3 0.28
Appreciation of Diversity	6 / 100%	0	0	6 / 100%	0	0	3.00 3 0
	Final University Supervisor N=			**Final Cooperating Teacher N=**			
	Accomplished	**Emerging**	**Unsatisfactory/Rarely**	**Accomplished**	**Emerging**	**Unsatisfactory/Rarely**	
Professionalism	6 / 100%	0	0	6 / 100%	0	0	3.00 3 0
Cooperation/Flexibility	6 / 100%	0	0	6 / 100%	0	0	3.00 3 0
Reflection	6 / 100%	0	0	6 / 100%	0	0	3.00 3 0
Emotional Development	6 / 100%	0	0	6 / 100%	0	0	3.00 3 0

	Accomplished	Emerging	Unsatisfactory/Rarely	Accomplished	Emerging	Unsatisfactory/Rarely	
Communication Skills	6 / 100%	0	0	6 / 100%	0	0	3.00 3 0
Appreciation of Diversity	6 / 100%	0	0	6 / 100%	0	0	3.00 3 0

	Mid-Term University Supervisor N=6			Mid-Term Cooperating Teacher N=6			Mean Mode SD
	Accomplished	Emerging	Unsatisfactory/Rarely	Accomplished	Emerging	Unsatisfactory/Rarely	
Professionalism	5 / 83%	1 / 17%	0	5 / 83%	1 / 17%	0	2.83 3 0.37
Cooperation/Flexibility	6 / 100%	0	0	6 / 100%	0	0	3.00 3 0
Reflection	4 / 67%	2 / 33%	0	4 / 67%	2 / 33%	0	2.67 3 0.47
Emotional Development	5 / 83%	1 / 17%	0	5 / 83%	1 / 17%	0	2.83 3 0.37
Communication Skills	6 / 100%	0	0	6 / 100%	0	0	3.00 3 0
Appreciation of Diversity	6 / 100%	0	0	6 / 100%	0	0	3.00 3 0
	Final University Supervisor N=6			Final Cooperating Teacher N=6			
	Accomplished	Emerging	Unsatisfactory/Rarely	Accomplished	Emerging	Unsatisfactory/Rarely	
Professionalism	6 / 100%	0	0	5 / 83%	1 / 17%	0	2.92 3 0.28
Cooperation/Flexibility	6 / 100%	0	0	5 / 83%	1 / 17%	0	2.92 3 0.28

Reflection	6 / 100%	0	0	5 / 83%	1 / 17%	0	2.92 3 0.28
Emotional Development	6 / 100%	0	0	5 / 83%	1 / 17%	0	2.92 3 0.28
Communication Skills	6 / 100%	0	0	6 / 100%	0	0	3.00 3 0
Appreciation of Diversity	6 / 100%	0	0	5 / 83%	1 / 17%	0	2.92 3 0.28

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 university and we were unable to get the rater entered into the system.