

## Disposition Analysis

Since Fall, 2017, the School of Education has been collecting data on these 5 dispositions using the following Rubric.

Standard	Indicator	Proficient (3)	Developing (2)	Opportunity for Improvement (1)
<b>Participation</b>	The teacher candidate is an active participant and contributes to a positive climate in the university setting and the greater learning community	Participates actively in class/field experience, discussions and activities; works effectively with others; shows respect of and consideration for the thoughts and feelings of others, assumes leadership roles	Is attentive in class/field experience. Participates in class/field experience discussions and activities. Involvement demonstrates positive affect and engagement.	Inattentive in class/field experience (e.g. on phone, laptop, etc.). Rarely participates in class/field experience discussions and activities unless prompted to do so by instructor/classroom teacher. Course/field experience involvement demonstrates little affect and engagement in the course.
Standard	Indicator	Proficient (3)	Developing (2)	Opportunity for Improvement (1)
<b>Responsibility</b>	The teacher candidate demonstrates a level of responsibility appropriate for a professional	Attends class/field experiences or meetings and is on time. Is flexible, proactive, and reliable in challenging circumstances. Proactive in utilizing the correct channels of communication.	Absences and tardiness are minimal and properly excused. Is reliable and keeps commitments. Utilizes the correct channels of communication.	Misses or is tardy for class/field experiences or meetings without informing instructor or appropriate parties. Commitments are not consistently kept.
Standard	Indicator	Proficient (3)	Developing (2)	Opportunity for Improvement (1)
<b>Preparation</b>	The teacher candidate demonstrates mastery of written and spoken language for self-expression in both the academic setting and the learning community at large. They value development of critical thinking, problem solving, and demonstrates a commitment to keeping abreast of new ideas and understandings in the field of education.	Work is on time and completed with attention to detail. Shows evidence of thoughtful analysis of the assignment. Work shows substantial time and planning were allocated.	Assignments are completed correctly and with accuracy. Work shows basic grasp of the intent of the assignment. Meets assignment deadlines adequately. Is prepared for class and/or field experiences.	Work is completed with little attention to quality and/or fails to complete work on time. Comes unprepared to class and/or field experiences (e.g. no text or class material, hasn't read). Views work as an assignment and not as professional growth.

<b>Standard</b>	<b>Indicator</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Opportunity for Improvement (1)</b>
<b>Collaboration</b>	The teacher candidate initiates assistance and asks for guidance, is sensitive to community and cultural norms, and appreciates and values diversity while showing respect for others talents and perspectives.	Seeks and incorporates ideas of others. Initiates a plan to work with others to improve the overall environment. Provides and accepts constructive feedback.	Collaborates and consults with others. Accepts ideas of others. Shares information and ideas when directed to do so. Respects others' opinions and ideas.	Does not engage with others. Minimal contributions to group activities unless prompted to do so. Does not demonstrate ability to respect others' opinions and ideas.
<b>Standard</b>	<b>Indicator</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Opportunity for Improvement (1)</b>
<b>Self-Reflection</b>	The teacher candidate is a thoughtful, reflective and responsive listener who is committed to assessment and learning as an ongoing process	Seeks suggestions and constructive criticism. Engages in learning through self-reflection by asking self and others what he/she can do to improve.	Accepts critique from others and incorporates feedback and self-reflection into subsequent work.	Does not demonstrate reflection on personal limitations or strengths. Reflections focus on external factors. Limits reflections to surface-level connections between class content and his/her teaching practice.

**Table 1**

**Summary of Dispositions Results for Fall 2017-Fall 2021**

**Color Coding: Gold is the “highest” disposition for the semester; Green is the next highest; Red is the lowest disposition and Yellow is the “next lowest” disposition.**

Disposition:	Fall, 2017				Spring, 2018			
		Proficient	Developing	Opportunity for Improvement		Proficient	Developing	Opportunity for Improvement
Participation	N=743	72.4%	23.7%	3.9%	N=743	72.4%	23.1%	4.4%
Responsibility	N=740	70.4%	24.9%	4.7%	N=734	73.2%	21.5%	5.3%
Preparation	N=742	67.8%	27.9%	4.3%	N=737	73.4%	23.3%	3.3%
Collaboration	N=740	81.2%	17.7%	1.1%	N=739	68.7%	29.9%	1.4%
Self-Reflection	N=730	66.3%	31.0%	2.7%	N=715	67.0%	31.9%	1.1%
	Fall, 2018				Spring, 2019			
		Proficient	Developing	Opportunity for Improvement		Proficient	Developing	Opportunity for Improvement
Participation	N=853	69.4%	26.4%	4.2%	N=624	71.8%	24.4%	3.8%
Responsibility	N=852	75.7%	17.0%	7.3%	N=625	68.8%	24.2%	7.0%
Preparation	N=852	72.5%	21.5%	6.0%	N=630	74.4%	21.4%	4.1%
Collaboration	N=853	82.9%	14.2%	2.9%	N=608	81.7%	16.9%	1.3%
Self-Reflection	N=838	76.8%	20.9%	2.3%	N=563	68.9%	27.9%	3.2%
	Fall, 2019				Spring, 2020			
		Proficient	Developing	Opportunity for Improvement		Proficient	Developing	Opportunity for Improvement
Participation	N=930	78.7%	19.8%	1.5%	N=762	81.8%	14.7%	3.5%
Responsibility	N=925	79.9%	15.2%	4.9%	N=759	78.9%	16.9%	4.2%
Preparation	N=928	78.4%	17.2%	4.3%	N=757	78.1%	17.2%	4.8%
Collaboration	N=929	93.1%	6.1%	0.8%	N=762	91.7%	7.3%	0.9%
Self-Reflection	N=924	81.5%	17.2%	1.3%	N=754	83.4%	14.9%	1.7%
	Fall, 2020				Spring, 2021			
		Proficient	Developing	Opportunity for Improvement		Proficient	Developing	Opportunity for Improvement
Participation	N=840	81.3%	11.4%	7.3%	N=744	75.7%	20.4%	3.9%
Responsibility	N=849	73.6%	15.8%	10.6%	N=764	69.9%	19.8%	5.9%
Preparation	N=856	75.4%	18.0%	6.7%	N=764	72.0%	18.2%	4.3%
Collaboration	N=854	88.8%	8.9%	2.3%	N=764	81.7%	11.4%	2.4%
Self-Reflection	N=862	79.0%	16.7%	4.3%	N=764	76.2%	16.8%	2.4%
	Fall, 2021				Spring, 2022			
		Proficient	Developing	Opportunity for Improvement		Proficient	Developing	Opportunity for Improvement
Participation	N=953	73.2%	19.8%	5.1%				
Responsibility	N=953	76.7%	15.6%	5.9%				
Preparation	N=963	78.8%	12.5%	6.7%				
Collaboration	N=953	89.2%	6.4%	2.5%				
Self-Reflection	N=953	76.3%	19.0%	2.9%				

Poor performance is defined as a candidate receiving 10 or less combined points on the five dispositions (15 points possible) or receiving a “1” rating (Opportunity for Improvement” on any of the dispositions. Candidates with poor performance are “flagged” and are discussed at an end-of-semester meeting of the faculty. After discussion, candidates are given a “flagged”, “watch”, “warning”, or “counsel out”.

- A student who is labeled “flagged” will not receive any communication from faculty but will be discussed, monitored, and observed for next semester.
- A “watch” student will receive a letter from the SOE Director and required to meet with his/her advisor.
- A “warning” student will receive a letter from the SOE Director, required to meet with his/her advisor and develop a “plan of improvement.”
- A “counsel out” student will receive a letter from the SOE Director and will be advised to transfer out of the School of Education

In Spring, 2021, the faculty agreed to send a “certificate” to those students who earned 15 points in ALL of their education courses. These students are the ones labeled as “good”.

Table 2 contains the summary of the number of unduplicated students in each rating category by semester.

**Table 2**  
**Summary of Number of Candidates in each Rating Category**

	<b>Watch</b>	<b>Warning</b>	<b>Counsel out</b>	<b>Good</b>
Fall, 2017	35	14		
Spring, 2018	63	16		
Fall., 2018	47	9		
Spring, 2019	31	15	1	
Fall, 2019	39	14		
Spring, 2020	36	11		
Fall, 2020	78	9		
Spring 2021	34	24	1	212
Fall, 2021	44	23	2	225
<b>Total</b>	<b>407</b>	<b>135</b>	<b>4</b>	<b>437</b>