

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)
Participation	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)
Responsibility	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)
Preparation	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.

Standard	Indicator	Proficient (3)	Developing (2)	Opportunity for Improvement (1)
Collaboration	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.
Standard	Indicator	Proficient (3)	Developing (2)	Opportunity for Improvement (1)
Self-Reflection	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 2021-Fall, 2024

Color Coding: Gold is the “highest” disposition for the semester; Green is the next highest; Red is the

	Fall, 2021				Spring, 2022			
		Proficient	Developing	Opportunity for Improvement		Proficient	Developing	Opportunity for Improvement
Participation	N=953	73.2%	19.8%	5.1%	N=780	80.4%	16.2%	3.5%
Responsibility	N=953	76.7%	15.6%	5.9%	N=779	78.4%	13.6%	8.0%
Preparation	N=963	78.8%	12.5%	6.7%	N=776	82.1%	13.7%	4.3%
Collaboration	N=953	89.2%	6.4%	2.5%	N=777	92.8%	6.0%	1.2%
Self-Reflection	N=953	76.3%	19.0%	2.9%	N=777	83.9%	14.9%	1.2%
	Fall, 2022				Spring, 2023			
		Proficient	Developing	Opportunity for Improvement		Proficient	Developing	Opportunity for Improvement
Participation	N=840	84.3%	11.4%	4.3%	N=679	77.2%	19.6%	3.2%
Responsibility	N=835	82.3%	11.1%	6.6%	N=678	78.8%	15.3%	5.9%
Preparation	N=838	77.8%	13.2%	8.9%	N=679	75.4%	18.3%	6.3%
Collaboration	N=839	86.8%	11.1%	2.1%	N=678	87.3%	10.9%	1.8%
Self-Reflection	N=838	81.1%	15.8%	3.1%	N=678	69.6%	29.1%	1.3%
	Fall, 2023				Spring, 2024			
		Proficient	Developing	Opportunity for Improvement		Proficient	Developing	Opportunity for Improvement
Participation	N=984	77.3%	18.4%	4.3%	N=993	81.6%	16.0%	2.4%
Responsibility	N=984	81.4%	13.0%	5.6%	N=991	80.7%	14.3%	4.9%
Preparation	N=983	82.3%	14.8%	3.0%	N=989	82.5%	12.7%	4.8%
Collaboration	N=983	90.5%	8.6%	0.8%	N=991	88.9%	9.7%	1.4%
Self-Reflection	N=982	85.9%	12.5%	1.5%	N=992	80.2%	17.9%	1.8%
Unduplicated								
	Fall, 2024				Spring, 2025			
		Proficient	Developing	Opportunity for Improvement		Proficient	Developing	Opportunity for Improvement
Participation	N=1260	80.6%	16.4%	3.0%				
Responsibility	N=1260	81.9%	12.6%	5.5%				
Preparation	N=1260	79.1%	16.5%	4.4%				
Collaboration	N=1257	87.2%	11.4%	1.4%				
Self-Reflection	N=1208	79.1%	19.7%	1.2%				

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

	Total Number of Ratings	Unduplicated Count	Watch	Warning	Counsel out	Good
Fall 2017	740		35	14		
Spring 2018	735		63	16		
Fall 2018	850		47	9		
Spring 2019	620		31	15	1	
Fall 2019	925		39	14		
Spring, 2020	760		36	11		
Fall, 2020	850	478	78	9		
Spring 2021	760	444	34	24	1	212
Fall, 2021	950	517	44	23	2	225
Spring 2022	775	481	18	27		222
Fall 2022	835	427	41(10%)	18(4%)	4(1%)	199(47%)
Spring 2023	678	435	41(9%)	13(3%)	3(1%)	178(41%)
Fall 2023	983	485	33(7%)	13(3%)	4(1%)	207(43%)
Spring, 2024	993	461	33(7%)	19(4%)	0(0%)	191(41%)
Fall, 2024	1284	618	40(6%)	6(1%)	2(1%)	243(39%)
Total	12738	4346	613	231	17	1677