

## **1. Description of the assessment and use in the program**

The *Teacher Candidate Dispositions Assessment* addresses both professional and collaborative behaviors consistent with best practice described in CEC Standards 9 and 10. This instrument serves as both a unit assessment for all KSC teacher candidates as well as an opportunity to track the intra- and interpersonal competence of those undergraduates seeking special education certification. The assessment tool is used throughout the program as an instrument for observing candidates' behaviors in the college classroom and in their field experiences. When concerns arise with regard to student responses to course demands, interactions with peers, school-age children and faculty, and assumption of responsibilities in the field or at the college the *Teacher Candidate Dispositions Assessment* is used in several ways:

- a) Faculty and student conference about the observed behaviors, using the tool as a reference and the basis for developing a plan of action
- b) Student behavior is documented and the form is submitted to the Teacher Education Office
- c) Evidence of repeated difficulties is used to counsel candidates to pursue support for their own issues and/ or consider a different career path.

Faculty use the *Teacher Candidate Dispositions Assessment* with candidates at specific junctures during the semester to alert them to the expectations of professionals working with colleagues and families. The instrument is used during student teaching as well and allows the supervisor, the candidate, and the cooperating professional to jointly plan if concerns about fundamental professional and collaborative behaviors are identified. The goal is for all candidates to achieve an *acceptable* score on this assessment. Data are derived from the assessment tool and collected at the end of student teaching, when the special education candidate is actually engaged in professional responsibilities and collaborative activities with cooperating professionals, general educators, related service providers, and parents/ caregivers

Professional and collaborative behaviors are also assessed, adding different perspectives and in conjunction with this assessment through sections on Assessment 1 *Portfolio*, Assessment 4 *Student Teaching*, and Assessment 5 *Lesson Delivery, Supervision, and Reflections*.

## **2. A description of how this assessment specifically aligns with the standards it is cited for in Section III**

This targeted assessment examines professional and collaborative behaviors, Standards **9** and **10**.

### **Standards Targeted by this Assessment**

#### *Standard 9 Professional and Ethical Practice*

Candidates are assessed on their demeanor and behaviors that demonstrate fundamental professionalism with regard to ethical responses to situations and colleagues, which require candidates to understand legal obligations under the guise of special education; commit to ongoing professional development and lifelong learning and engage in service to the community. Further candidates' interactions are expected to demonstrate an understanding of and openness to diverse/multiple perspectives. Candidates are further assessed on professional communication skills and work skills (diligence, punctuality, preparedness as well as their ability to accept responsibility for their actions).

## Standard 10 *Collaboration*

Candidates are assessed on their effectiveness as they work collaboratively and cooperatively in the special education student teaching placement. The instrument provides an opportunity to evaluate foundational skills as they relate to collaboration; focusing on communication skills that involve clarity of messages, engaging in both listening and speaking respectfully, conveying empathy for others, acknowledging perspectives and culture of others, and open-mindedness to others' views. The results of collaboration are often complementary tasks, where candidates are asked to take initiative, assume responsibility, be punctual, exhibit enthusiasm/passion for work, accept responsibility for own actions and words, and show empathy and caring for others – these are assessed through this tool. The assessment allows for an examination of essential skills involved in the collaborative process.

### **3. A brief analysis of the data findings.**

Data are collected when candidates are at the end of student teaching and the form is completed by cooperating professionals and/ or site supervisors. The data indicate that candidates in the program develop strengths in the fundamental personal, professional, and collaboration-related skills, for the most part demonstrating acceptable/ consistent use of the targeted competencies. There are those students who do receive some scores of developing competence. When in new special education placements, candidates are confronted with how individual schools address legal mandates, respond to paperwork, and carry out related practices. Sixty percent of candidates (Spring 2007) are rated as developing with regard to legal mandates, which is understandable, but also indicates the need to help them frame questions to pose as they enter the student teaching experience so they are more adept with interpretations and requirements of the individual schools. This needs to be addressed further during seminars and earlier course work. For the most part, there appears to be some evidence that awareness of self in a professional setting is a part of those ratings. Some additional concerns regarding a small number of candidates are seen in the data and appear to be with regard to their finding their places or taking on the full range of day to day demands and responsibilities. Field supervisors are encouraged to contact candidates' previous college supervisors at the methods level and/ or advisor to process concerns and support working with them to address issues as they arise.

Given that this tool is a unit assessment and is used throughout the program as well as at the student teaching level, it is unknown how many candidates have self-selected or been counseled to find another career option prior to the collection of the data gathered at the end of student teaching. Candidates who do progress through course work and into field-based courses and have unacceptable demeanor, attitude, and skills/ need improvement with regard to the basic communication skills, awareness of intra- and interpersonal competence, and assumption of responsibility are involved in discussions and action planning with faculty members, advisors, and sometimes administrators in the department. In some instances, personal counseling is recommended. When there are persistent reports, candidates are counseled out of the program. Data from this tool are scant as field professionals are learning to report data on the forms as well as orally.

### **4. Interpretation of how data provides evidence that CEC standards have been met.**

This assessment provides a direct measure of competencies that are keys to engaging in collaboration. We see the strands and competence candidates demonstrate as mostly positive in terms of their readiness to participate in the collaborative and professional roles required of special educator (Standards 9 and 10). When the data from this tool is taken in conjunction with data from Assessment 1 (Portfolio), 4 (Student Teaching), 5 (Lesson Delivery,

Supervision, and Reflection); it is possible to construct pictures of how candidates view their roles as members of teams and are prepared to conference with parents/ caregivers, facilitate meetings with IEP teams or general education colleagues, participate in pre-referral/ targeted team efforts, and get involved in co-planning or co-teaching to enhance access to general education (Standard 10). In Sections V and VI of this report, there is additional perspective on what faculty plan to do to build on and supplement this assessment to document both the competencies prerequisite for establishing collaborative partnerships and engaging in cooperative activity in the role of special educator.

We have decided that an additional performance-based assessment would provide such supplemental evidence of how candidates engage in collaborative activities required of special educators. With the advent of the special education program shifting to a four-credit model, there are plans to use simulations/ role plays to address teaming as part of: 1) assessment and IEP development, 2) cooperative planning and co-teaching as to augment instructional efforts, 3) supporting *Response to Intervention* (RTI) and *Positive Behavior Interventions and Supports* (PBIS), and 4) creating access to general education (Standard 10). The intention is to use the additional time afforded during the practicum/ methods and student teaching experiences to expand opportunities to develop collaboration competencies further.

**5. ATTACHMENT (A)**  
**Assessment 7 (optional) – Assessment Tool or Description of the Assignment**  
*Teacher Candidate Dispositions Assessment*

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**Keene State College**  
**Teacher Candidate Dispositions Assessment**

**Teacher Candidate's Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Program** \_\_\_\_\_

**Name of Person Completing the Form:** (please print) \_\_\_\_\_

**Relationship to the Teacher Candidate:** (please choose one)

- ☐ Self
- ☐ Course Instructor
- ☐ Methods/Practicum Instructor
- ☐ Cooperating/Mentor Teacher
- ☐ College Supervisor
- ☐ Site Supervisor
- ☐ Other Professional Educator (please describe) \_\_\_\_\_

*The purpose of this assessment is to obtain a variety of professional evaluations of the dispositions (behaviors and attitudes) of Keene State College Teacher Candidates at various points in their pre-service training. These dispositions are based on both the conceptual framework of KSC's pre-service program and research-based educational preparation literature.*

**Key:** (see reverse for further explanation and rubric)

D– Developing (occasionally demonstrates this disposition) U – Unacceptable (does not demonstrate this disposition) A – Acceptable (consistently demonstrates this disposition)

**The above-named Teacher Candidate. . .**

<b>Rating (circle)</b>	<b>Professional Dispositions:</b>	<b>Comments: (Rating of U or D requires a comment)</b>
A D U	1. exhibits clear and accurate communication skills (e.g., listening, writing, speaking)	
A D U	2. works cooperatively and collaboratively	
A D U	3. presents appropriate professional appearance/demeanor	
A D U	4. exhibits enthusiasm and passion for students and teaching	
A D U	5. is committed to lifelong learning and service to the community	

A D U	demonstrates clear understanding of legal and moral obligations of the profession	
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Rating	Personal Dispositions:	
A D U	1. demonstrates understanding of and is open to diverse perspectives	
A D U	2. demonstrates respect, empathy, and caring for others	
A D U	3. accepts responsibility for own actions	
A D U	4. is present, punctual, and prepared	
A D U	5. demonstrates consistent integrity and honesty	
A D U	6. exhibits willingness to work diligently to achieve success	

\_\_\_\_\_  
Signature of person completing form

\_\_\_\_\_  
Signature of teacher candidate

**ATTACHMENT B**  
**Assessment 7 (optional) – Scoring Guide for the Assessment**  
*Teacher Candidate Dispositions Assessment*

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**KSC Teacher Candidate Dispositions Assessment**  
**RUBRIC**

**Professional Dispositions:**

<b>Disposition</b>	<b>Unacceptable</b>	<b>Developing</b>	<b>Acceptable</b>
1. exhibits clear and accurate communication skills (e.g., listening, writing, speaking).	Written work contains grammatical, mechanical and organizational errors; candidate does not participate in class; spoken language contains errors or excessive use of slang; candidate does not pay attention when others speak, interrupts, and/or indicates lack of listening skills	Candidate accepts feedback and seeks continuous improvement in this area.	Written communication is well organized with good mechanics, including grammar, spelling, and punctuation; candidate participates in class; spoken language is fluent and grammatically correct; candidate demonstrates active listening skills.
2. works cooperatively and collaboratively.	Candidate does not follow through on commitments in group projects; may dominate group or not participate well with others in the decision-making process; does not appear to value the contributions of others.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate demonstrates excellent interpersonal skills in the professional setting with multiple constituencies (e.g. colleagues, families, students, and supervisors); participates actively in group projects and follows through on commitments, sometimes going beyond the minimal expectations.
3. presents appropriate professional appearance/ demeanor	Candidate does not dress appropriately for the professional role; candidate does not demonstrate appropriate professional behavior.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate is clean and neat and consistently dresses appropriately for the professional role; candidate's words and behaviors reflect respect for the professional setting.
4. exhibits enthusiasm and passion for students and the craft of teaching.	Candidate does not consistently demonstrate enthusiasm in interactions with students and in the teaching role.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate relates positively with students and demonstrates an appropriate level of motivation, enjoyment, and energy in interactions and in the teaching role.

5. demonstrates a commitment to lifelong learning and service to the community	Candidate completes the basics but does not take initiative to learn beyond the minimum or assist in additional ways.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate seeks out learning opportunities and is engaged in related professional experiences (e.g. attends conferences, volunteers for extra activities, studies new content areas, etc.).
6. demonstrates clear understanding of legal and moral obligations of the profession	Candidate is unaware of state and national laws and codes of ethics and their application in the professional setting.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate is aware of state and national laws and codes of ethics, and applies this knowledge as appropriate.

### Personal Dispositions:

Disposition	Unacceptable	Developing	Acceptable
1. demonstrates understanding of and is open to diverse perspectives	Candidate has difficulty valuing a wide range of ideas, opinions, and diverse perspectives.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate is open to a wide range of ideas, opinions, and diverse perspectives, including those influenced by cultural background, age, ability, learning needs, etc.
2. demonstrates respect, empathy, and caring for others	Candidate does not demonstrate awareness of the needs of others.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate is sensitive to the needs of others and shows compassion for the human condition.
3. accepts responsibility for own actions	Candidate blames others and/or avoids taking responsibility for actions and events.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate deals directly with the consequences of actions and events.
4. is present, punctual, and prepared	Candidate is late, misses appointments or events, or is unprepared to participate.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate attends all expected events, arrives on time and is ready to participate.
5. demonstrates consistent integrity and honesty	Candidate does not acknowledge sources of information, uses others' ideas without attribution, or misrepresents information.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate acknowledges all sources of information, does own work, and demonstrates integrity in all interactions (i.e. tells the truth.)
6. exhibits willingness to work diligently to achieve success	Candidate does the basic minimum required, does not use feedback to improve.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate has a positive work ethic, uses feedback to improve, and is willing to revise to achieve quality.

**ATTACHMENT C**  
**Assessment 7 (optional) – Data Derived from Assessment**  
*Teacher Candidate Dispositions Assessment*

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**Student Teaching Dispositions Assessments by Cooperating Teacher**

Sp 2007	N = 2	Per1	Per2	Per3	Per4	Per5	Per6	** Pro1	Pro2	Pro3	Pro4	Pro5	Pro6
	#NI	0	0	0	0	0	0	0	0	0	0	0	0
	%NI	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	#ME	1	0	1	2	0	2	2	0	0	0	1	1
	%ME	50.00%	0.00%	50.00%	100.00%	0.00%	100.00%	100.00%	0.00%	0.00%	0.00%	50.00%	50.00%
	#EE	1	2	1	0	2	0	0	2	2	2	1	1
	%EE	50.00%	100.00%	50.00%	0.00%	100.00%	0.00%	0.00%	100.00%	100.00%	100.00%	50.00%	50.00%

  

Fall 2007	N = 3	Per1	Per2	Per3	Per4	Per5	Per6	Pro1	Pro2	Pro3	Pro4	Pro5	Pro6
	#NI	0	0	0	0	0	0	0	0	0	0	0	0
	%NI	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	#ME	0	0	0	0	0	0	0	0	0	0	0	1
	%ME	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	33.33%
	#EE	3	3	3	3	3	3	3	3	3	3	3	2
	%EE	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	66.67%

  

Sp 2008	N = 6	Per1	Per2	Per3	Per4	Per5	Per6	Pro1	Pro2	Pro3	Pro4	Pro5	Pro6
	#NI	0	0	0	0	0	0	0	0	0	0	0	0
	%NI	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	#ME	0	0	0	0	1	1	1	0	0	0	1	4
	%ME	0.00%	0.00%	0.00%	0.00%	16.67%	16.67%	16.67%	0.00%	0.00%	0.00%	16.67%	66.67%
	#EE	6	6	6	6	5	5	5	6	6	6	5	2
	%EE	100.00%	100.00%	100.00%	100.00%	83.33%	83.33%	83.33%	100.00%	100.00%	100.00%	83.33%	33.33%

\*Per = Personal disposition

\*\*Pro = Professional disposition

