



Dispositions to Teach

Dispositional Check Process for Teacher Certification Students

What is a disposition?

According to Webster's Collegiate Dictionary, disposition is, "...a prevailing tendency, mood, or inclination... temperamental makeup and/or ...the tendency of something to act in a certain manner under given circumstances."

Why are dispositions important to rate in a teacher education program? Certain dispositions have been found to be linked to successful teachers. The teacher certification program at RMU has adopted the following dispositions that teacher certification students must demonstrate throughout the program. Teacher certification students who possess these dispositions are more likely to be effective teachers.

The RMU dispositional rated areas are:

Ethics and Integrity: Honest and respectful of the rights of others.

Rapport: Is engaged and positive; understands the importance of the classes and maintains a positive outlook and rapport.

Professionalism: Displays appropriate actions between persons; maintains a positive attitude about courses and shows this in actions and mannerisms.

Cultivates Appropriate Relationships with Others: Demonstrates personal and professional distances; understands social cues and reacts appropriately around others.

Flexibility and Responsiveness: Reacts positively to constructive feedback and professional criticism without defensiveness; demonstrates growth through incorporation of feedback.

Communication Skills: Consistently displays appropriate verbal and non-verbal skills that indicate the student is willing and able to communicate.

Dispositions to Teach - Overview

There are three dispositional checkpoints in the RMU Teacher Education Program:

1. Dispositional checks in two designated courses – mandatory check.
2. Dispositional checks at time of candidacy application via two faculty recommendations – mandatory check.
3. Dispositional check through a Dispositional Alert – if needed.

Teacher education students have three dispositional checkpoints throughout their program. Checkpoint one occurs in two designated education courses (mandatory check). The first course is taken pre-candidacy and the second course is taken after a student has received candidacy status. Checkpoint two occurs when two faculty fill out recommendations for the student's candidacy application (mandatory check). The third checkpoint occurs if a faculty member sends the Department Head a dispositional alert (if needed). Dispositional ratings do not affect a student's grade in the course tied to the dispositional check.

Disposition indicators are scored as unacceptable (1), developing (2), or acceptable (3) on each of the dispositional areas using a standard rubric called the Dispositional Assessment Rubric. The same rubric is used for all three dispositional checkpoints. The rubric clearly defines each level of the dispositional areas.

Students in a teacher certification program are expected to receive all three's (3) in all rated dispositional areas. However, if a student receives a one (1) or two (2) on any dispositional rating at any checkpoint, a committee (the student's Program Coordinator, the student's advisor or a faculty appointee, and the Education Department Head) will review the student's status. After the committee's review, the student meets directly with the Education Department Head and recommendations concerning areas of improvement are discussed. Recommendations can be specific skills to improve in order to make progress in the Teacher Education Program or creation of an exit plan from the program. If serious, the student may be removed from the Teacher Education Program effective immediately. This includes decisions regarding the student's continuation in the program at candidacy.

Dispositions to Teach – Dispositional Check Process for Teacher Certification Students

(The information and rubric on the Dispositional Check Process for Teacher Certification Students are included in the Teacher Education Program Handbooks.)

#1 Dispositional Checkpoint in Two Designated Courses (programs and courses listed below)

The instructor of the designated course will complete a dispositional check on each student using the Dispositional Assessment Rubric. The instructor will rate each student in the following courses based on the course instructor's interactions, observations, and general knowledge of the student throughout the course using the Dispositional Assessment Rubric. The assessment coordinator reports this data to the Education Department Head.

Disposition indicators are scored as unacceptable (1), developing (2), or acceptable (3) on each of the dispositional areas using a standard rubric called the Dispositional Assessment Rubric. The same rubric is used for all three dispositional checkpoints. The rubric clearly defines each level of the dispositional areas.

Students in a teacher certification program are expected to receive all three's (3) in all rated dispositional areas. However, if a student receives a one (1) or two (2) on any dispositional rating at any checkpoint, a committee (the student's Program Coordinator, the student's advisor or a faculty appointee, and the Education Department Head) will review the student's status. After the committee's review, the student meets directly with the Education Department Head and recommendations concerning areas of improvement are discussed. Recommendations can be specific skills to improve in order to make progress in the Teacher Education Program or creation of an exit plan from the program. If serious, the student may be removed from the Teacher Education Program effective immediately. This includes decisions regarding the student's continuation in the program at candidacy.

Program

Courses

Early Childhood and EC/Special Education

ECED2100, EDUC3400

Middle Level

MLED2000, EDUC3400

Secondary- Teacher Certification

Undergraduates: EDUC2000, EDUC3400

Secondary – Teacher Certification

Graduate: EDUC6000, EDUC6060

M.Ed. Special Education

SPED6060, SPED6080

M.Ed. Reading Specialist

RDSP6740, RDSP6700

IT Specialist

EDUC6060, EDUC6000

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(This is included with the Candidacy Application form)

#2 Dispositional Checkpoint – Candidacy Application with Two Faculty Recommendations

During the sophomore year, undergraduate students in the teacher education program will apply for candidacy. Part of the candidacy application requires two faculty recommendations using the Disposition Assessment Rubric. Students in the post-bacc teacher certification program must apply for candidacy no later than the semester before they take their methods or pedagogy course.

Disposition indicators are scored as unacceptable (1), developing (2), or acceptable (3) on each of the dispositional areas using a standard rubric called the Disposition Assessment Rubric. The same rubric is used for all three dispositional checkpoints. The rubric clearly defines each level of the dispositional areas.

Students in a teacher certification program are expected to receive all three's (3) in all rated dispositional areas. However, if a student receives a one (1) or two (2) on any dispositional rating at any checkpoint, a committee (the student's Program Coordinator, the student's advisor or a faculty appointee, and the Education Department Head) will review the student's status. After the committee's review, the student meets directly with the Education Department Head and recommendations concerning areas of improvement are discussed. Recommendations can be specific skills to improve in order to make progress in the Teacher Education Program or creation of an exit plan from the program. If serious, the student may be removed from the Teacher Education Program effective immediately. This includes decisions regarding the student's continuation in the program at candidacy.

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#3 Dispositional Checkpoint – Dispositional Alert

Any faculty member who works with teacher education students outside of the classroom or is an instructor of a student in the teacher education program may fill out a Dispositional Alert on a student in the teacher education program using the Dispositional Assessment Rubric, if he or she feels a student has a serious dispositional issue. The faculty member then forwards the Dispositional Assessment Rubric (and any additional documents if needed) to the Education Department Head.

Students are scored with a one (1) (unacceptable), two (2) (developing), or three (3) (target) on each of the nine dispositional areas using a standard rubric called the Dispositional Assessment Rubric. The same rubric is used for all three dispositional checkpoints. The rubric clearly defines each level of the nine dispositional areas.

Students in a teacher certification program are expected to receive all three's (3) in all rated dispositional areas. However, if a student receives a one (1) or two (2) on any dispositional rating at any checkpoint, a committee (the student's Program Coordinator, the student's advisor or a faculty appointee, and the Education Dept. Head) will review the student's status. The after the committee's review, the student meets directly with the Education Department Head who will make recommendations concerning the student's disposition or discuss continuation in the Teacher Education Program.

DISPOSITIONAL CHECK RUBRIC

Revised April, 2021

Dispositional Rating Areas	Unacceptable (1)	Developing (2)	Acceptable (3)
<p>Ethics and integrity <i>Respectful of the rights of others; honest</i> (CAEP R3.2; InTASC 9; Danielson Domain 4f)</p>	<p>Demonstrates argumentative, disrespectful, or hostile behavior and/or actions; has lied on one or more occasions.</p>	<p>Sometimes demonstrates disrespectful behavior to peers and/or instructor.</p>	<p>Usually is open to peers and instructor, respectfully listens to others, and is truthful.</p>
<p>Ability to establish and maintain rapport <i>Is engaged and positive; understands the importance of the class and maintains a positive outlook and rapport</i> (CAEP R3.2; InTASC 9; Danielson Domain 2a, 2b)</p>	<p>Disengages during most classes and on field experiences (e.g., falls asleep during class, texts or engages inappropriately w/ electronic communications during class, makes rude or flippant remarks, refuses to participate during class on at least one occasion, does not work on tasks during class time when assigned).</p>	<p>Sometimes engages in class and on field experiences, generally recognizes the importance of the course content; generally exhibits some rapport with instructor and others in class.</p>	<p>Almost always wholeheartedly and positively engages in class and on field experiences, fully recognizes the importance of the course content and takes learning seriously; consistently exhibits positive rapport with instructor and others while engaged in class.</p>
<p>Displays appropriate actions between persons <i>Maintains a positive attitude about the course and shows this in actions and mannerisms</i> (CAEP R3.2; InTASC 9; Danielson Domain 2a, 2b, 4d, 4f)</p>	<p>Makes negative and/or disparaging remarks about the course, assignments, instructor, peers, faculty and/or program; (e.g., eye-rolling, sighing, staring, rude posturing or negative facial looks); shows up late to class frequently, leaves early on more than one occasion; does not adhere to deadlines.</p>	<p>Generally discusses course, assignments, instructor, peers, faculty and/or program in a positive professional manner but has been found to be negative on occasion. Usually comes to course sessions on time but is sometimes late or leaves early; has some difficulty with deadlines.</p>	<p>Always discusses course, assignments, instructor, peers, faculty and/or program in a positive professional manner. Always or almost always comes to class on time, stays the entire session, respects deadlines, and accepts critical feedback from peers and the instructor.</p>
<p>Cultivates appropriate relationships with others <i>Demonstrates personal and professional distances; understands social cues and reacts appropriately around others</i> (CAEP R3.2; InTASC 9; Danielson Domain 4d, 4e, 4f)</p>	<p>Does not understand emotional, physical, and/or professional distance; misinterprets social cues with others; reacts irrationally or inappropriately to the situation with others; regularly avoids eye contact.</p>	<p>Usually displays physical and emotional personal distance with course instructors and classmates; sometimes does not understand verbal and non-verbal social cues when interacting with others in the class and in field experiences; sometimes avoids eye contact.</p>	<p>Always or almost always displays appropriate eye contact, physical and emotional personal distance with course instructors and classmates; understands verbal and non-verbal social cues when interacting with others in the class and in field experiences; behaves in the class and with others in rational and appropriate ways.</p>

Dispositional Rating Areas	Unacceptable (1)	Developing (2)	Acceptable (3)
<p>Flexibility and responsiveness <i>Takes feedback from others; accepts professional criticism; demonstrates growth through incorporation of feedback</i></p> <p>(CAEP R3.2; InTASC 9; Danielson Domain 3e,4e)</p>	<p>Often is defensive and/or rude when given constructive feedback or professional criticism; frequently makes excuses rather than seeking improvement; often or always fails to incorporate feedback through the course/program.</p>	<p>Sometimes reacts inappropriately to constructive feedback from instructor, professionals, and peers; sometimes accepts professional criticism with defensiveness; demonstrates some growth through incorporation of feedback throughout the course/program.</p>	<p>Consistently is open and reacts positively to constructive feedback from instructor, professionals, and peers; accepts professional criticism without defensiveness; demonstrates growth through incorporation of feedback throughout the course/program.</p>
<p>Communication skills <i>Shows appropriate verbal and non-verbal skills that indicate the student is willing and able to communicate</i></p> <p>(CAEP R3.2; InTASC 9 Danielson Domain 3a, 4d, 4f)</p>	<p>Displays poor or offensive verbal and/or non-verbal skills when engaging with others, such as poor eye contact, eye-rolling, sighing, staring, rude posturing, or negative facial looks; may frequently interrupt others.</p>	<p>Sometimes displays inappropriate verbal and non-verbal skills, such as poor eye contact, not responding by smiling or nodding when in conversation, occasionally interrupts others.</p>	<p>Consistently displays appropriate verbal and non-verbal behaviors that show the student wants to communicate, such as eye contact, smiling, and nodding when in conversation, does not interrupt others.</p>
<p>Culturally Responsive Engagement <i>Demonstrates and is aware of cultural competencies. Acts in a manner that promotes cultural diversity at the individual, community, and organizational levels. Actively seeks out opportunities to engage with and understand people from various backgrounds and experiences.</i></p> <p>(CAEP R3.2; InTASC 9; Danielson Domain 4a and 4e)</p>	<p>Acts or engages with behaviors that are detrimental to promoting a culturally responsive environment. This may include the use of bias (implicit/explicit), micro-aggressions, the promotion of monolithic worldviews, and/or a lack of perspective consciousness (i.e. empathy).</p>	<p>Sometimes acts or engages with behaviors that are detrimental to promoting a culturally responsive environment. This may include the use of (implicit/explicit), micro-aggressions, the promotion of monolithic worldviews, and/or a lack of perspective consciousness (i.e. empathy).</p>	<p>Consistently acts or engages with behaviors that are supportive in promoting a culturally responsive environment. This may include the use of micro-affirmations, the absence of bias (implicit/explicit), the promotion of pluralistic worldviews, and/or utilizes perspective consciousness to better relate to, and engage with, people from various backgrounds and experiences.</p>