

Student _____ ID. # _____ Date _____

Respondent Name (print) _____ Student / Teacher (circle one)

Respondent Signature _____

course name and number: _____
 brief description of context for evaluation: _____

**Assessment of Dispositional Professional Qualities in
 Teacher Education Program Candidate**
 Template Adapted by Iowa TQE Dispositions Team from Western Oregon

This form will be used to evaluate dispositions that education students display during class and field experiences, to document professional progress, and to identify areas where improvement is needed.

Not Applicable or Not Observed	Serious Concerns	Needs Improvement	Emerging	Acceptable
NA	0	1	2	3
	Behavior displayed is contrary to expectations for this disposition	Behavior is displayed occasionally	Behavior is displayed frequently	Behavior is displayed frequently and consistently

Caring: Candidates with this set of dispositions value and appreciate all aspects of other person's well being-cognitive, emotional, physical and spiritual-thereby enhancing opportunities for learning needs of other education students and in working with professionals. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of caring dispositions.

1.1 Empathy: Inclination to identify with, and see things from the perspective of others.	NA	0	1	2	3
1.2 Compassion: Sympathy, often with a desire to help relieve the suffering of others.	NA	0	1	2	3
1.3 Rapport: Ability to develop appropriate relationships with peers and other stakeholders.	NA	0	1	2	3
1.4 Respect: Shows appropriate regard for the needs, ideas, and experiences of others.	NA	0	1	2	3
1.5 Passion: Demonstrates interest, enthusiasm and optimism for the people, content, and context of the teaching/learning process.	NA	0	1	2	3
1.6 Cultural Competence: appreciates and capitalizes upon diversity; is aware of and acts to reduce one's own biases; employs culturally sensitive pedagogy.	NA	0	1	2	3
Comments:					

Communication: Candidates with this set of dispositions are sensitive to and skillful in the various aspects of human activity. They have effective interpersonal relationship skills and attitudes that foster collaborative enterprises useful in enhancing the teaching-learning process. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of communicative dispositions.

2.1 Presence: keen with-it-ness and engagement in human interactions and other's needs.	NA	0	1	2	3
2.2 Responsiveness: Attentive to others' needs; the ability and inclination to act as best meets the needs, subtle as well as obvious, of others and their circumstances.	NA	0	1	2	3
2.3 Attentiveness: Concentrates on others' communication; takes others' communication into account.	NA	0	1	2	3
2.4 Authenticity: Genuineness that fosters and enhances the teaching and learning process while exercising judgment about personal and professional boundaries.	NA	0	1	2	3
2.5 Collaborativeness: Seeks means to involve & work with others in planning, problem solving and learning.	NA	0	1	2	3
2.6 Voice: Speaks out when the need arises.	NA	0	1	2	3
Comments:					

Creative: Candidates with this set of dispositions display the capacity to envision and craft things in novel and meaningful ways to meet the needs of students. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of creative dispositions.

3.1 Flexibility: adapts, adjusts, and modifies practices to meet the needs of students and peers; thinks on one's feet; is comfortable with change.	NA	0	1	2	3
3.2 Inventiveness: uses the needs and interests of students to approach curricular and strategic decisions; visualizes and implements novel ideas and practices.	NA	0	1	2	3
3.3 Resourcefulness: utilizes resources in effective ways; adapts practices to unforeseen challenges.	NA	0	1	2	3

Comments:

Critical: Candidates with this set of dispositions have the ability to examine closely, to critique, and to ask questions. They do not accept the status quo at face value but employ higher level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize candidates with this set of dispositions. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of critical dispositions.

4.1 Reflectiveness: takes time consistently to evaluate effectiveness of instruction & behavior in terms of the larger goals of education; nurtures reflectivity in students and peers; reflects on own growth and accountability.	NA	0	1	2	3
4.2 Initiative: exhibits a willingness to pursue solutions to problems or questions; gathers relevant data and persistently seeks to improve situations or areas of need.	NA	0	1	2	3
4.3 Open-mindedness: exhibits an ability to look at different sides of an issue; recognizes the possibility of error in one's own beliefs and practices; does not display or act upon prejudices against people or ideas.	NA	0	1	2	3
4.4 Efficacy: nurtures high expectations, demonstrates self direction and confidence, and empowers students and peers.	NA	0	1	2	3
4.5 Humility: Places the needs of the learner and/or learning task above ones own ego; reflects on own growth and accountability.	NA	0	1	2	3

Comments:

Contextual: Additional qualities defined by and consistent with your institutional mission/conceptual framework.

5.1 Not Applicable	NA	0	1	2	3
5.2 Not Applicable	NA	0	1	2	3

Professional Requirements: These are qualities and practices that teacher candidates must exhibit in order to be recommended for licensure, some of which are explicit in the Iowa Code of Ethics and Code of Responsibilities. The candidates will display *all* of the following qualities and/or behaviors that characterize this set of professional requirements. Also, because each of these is considered absolutely necessary, each one will be separately assessed.

6.1 Professionalism: endeavors to meet the standards expected of a teacher such as appropriateness of dress, grooming, demeanor, punctuality, tact, discretion, courtesy, etc.	NA	0	1	2	3
6.2 Personal and Professional Ethics and Integrity: adheres strongly to high moral principles and ethical standards as expressed in the Iowa Code; evidences integrity.	NA	0	1	2	3
6.3 Work Ethic/Responsibility: attends to school policy for teacher attendance; completes teaching related tasks in a thorough and efficient manner.	NA	0	1	2	3
6.4 Confidentiality: complies with federal, state, and school policies relating to confidentiality.	NA	0	1	2	3

Comments:

DISPOSITIONS REFLECTION PAPER
Capstone Seminar

Write a paragraph addressing the concept of appropriate dispositions for effective teachers. In your paragraph, be sure to address the following areas:

1. What do you see as your strengths?
2. What do you see as your weaknesses?
 - a. How can you improve on your weaknesses? (Identify specific ways)
3. Is it possible to be an effective teacher without displaying the identified dispositions? Be sure to support your answer. (You can discuss teachers you have had that were effective or ineffective.)
4. In concluding your paragraph, answer the following question:
 - a. Do you think Iowa should be evaluating the dispositions of teachers? Be sure to include rationale.

Item	Points Possible	Points Possible
Strengths identified	2	
Weaknesses identified	2	
Suggested improvements	2	
Support to question 3	2	
Conclusion	2	
Total possible	10	

Professional Dispositions of Teachers
T-Chart

Disposition	Sounds Like	Looks Like
Communication: Voice	"I am concerned about the kids getting ready during lunch recess when we teachers are eating lunch. I feel we could use a monitor in the coat rooms so the kids make it out safely."	
Communication: Presence		The teacher is walking around the room observing the students who are taking a test; he/she is answering questions and watching for cheating.
Professional Requirements: Confidentiality	"I do not feel comfortable discussing that information about Johnny."	
Professional Requirements: Professionalism		I see Mrs. Johnson in her classroom earlier than expected, dressed appropriately and getting ready for the day.
Critical: Efficacy	"Bobby, you did a great job on your report, but I have made a few suggestions for changes. I think you can make this a great report with a little more effort."	

<p>Critical: Open-mindedness</p>		<p>I see Mr. Weepie teaching his Government when one of the students has a disagreement on the topic. I see Mr. Weepie stop the discussion and have a debate about both sides of the topic.</p>
<p>Creative: Flexibility</p>	<p>"Since we are getting out of school early, we going to stop our math lesson and read our poems since I know you had them prepared for today."</p>	
<p>Creative: Inventiveness</p>		<p>The principal saw a poster of the teacher's jobs and the students' jobs on poster in the classroom.</p>
<p>Caring: Passion</p>	<p>"Good morning class, I'm so excited about our lessons for today and have some great activities planned where you get to be creative!"</p>	
<p>Caring: Cultural Competence</p>		<p>I see the teacher working with students in a small group. These students have varying backgrounds and needs.</p>

Recommended Process for Assessing and Developing Dispositions (Iowa TQE Dispositions Team)

1. Use the 4C's plus model to identify specific dispositions for use in the Teacher Education Program. At least two dispositions should be selected from each category in the 4 C's plus model (Caring, Communicative, Creative, Critical, and Professional). If needed, dispositions that are not listed in the model but that relate to the programs mission (ex. Change Agent, Spiritual Maturity) can be added. This is an example of a Contextual Disposition.
2. Dispositions should be addressed at least four times in a Teacher Education Program:
 - Introductory Class
 - Field Experience/Practicum
 - Advanced/Methods Class
 - Student Teaching
3. Community Colleges should address dispositions in an Introductory Class and in Field Experience/Practicum.
4. Dispositions should be addressed in a variety of ways including the following:
 - Self-Assessment
 - Reflection, using case studies, observation etc.
 - Teacher Assessment (of the student)

Dispositions are defined as “the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth.”

(NCATE, 2002)

**(9-21-07) THE “FOUR C’S PLUS MODEL”:
A FRAMEWORK FOR DEVELOPING A PROGRAM OF ASSESSING EFFECTIVE
TEACHER DISPOSITIONS IN PRE-SERVICE TEACHER CANDIDATES**

Introduction:

The following set of dispositions comprises a framework or model for use in teacher education programs to assess dispositions in pre-service candidates. The model reflects the work of the fourteen-member Dispositions Team (DT) established by the *Teacher Quality Enhancement (TQE)* initiatives in Iowa. The work of the DT has spanned two years to this point. The model is based on current research in the field and reflects the input of Iowa’s practitioners at all levels (K-16) including classroom teachers, administrators, consultants, the Board of Educational Examiners, former and current “Iowa Teachers of the Year,” and other professionals in the field of education.

The desire and attempt of the DT was to design a framework that would be flexible enough to allow each of Iowa’s 32 teacher education programs (TEPs) the freedom to include dispositions important to its uniqueness and purpose while providing enough structure across programs to create a common foundation and base for the assessment of dispositions. The structure and commonalities built into the model might also assist researchers in assessing the model’s effectiveness once it has been in place for several years.

The structure is reflected in the four sets of dispositions: Caring, Communicative, Creative, and Critical (as in thinking deeply and critically about things). These sets have been grouped as they are based on recurring themes discovered through literature reviews and “best practice” as it is currently showing up in the field of education. It is expected that each TEP will create its own subset of dispositions based on the four sets. In other words, a TEP “must” assess at least two dispositions from each set (the number is up to each TEP). For each set in the model, a list of example dispositions is provided. The TEP is free to choose from the list any two or three (or more) dispositions it wants to assess. It is also free to choose dispositions not on the list that it believes better captures the meaning of what that set is intended to portray.

Another feature of the framework is the “Plus” component of the model. In addition to the four sets of dispositions, there are additional requirements by the Iowa Department of Education and/or the Board of Educational Examiners as well as the *TQE*. For example, all programs are to instruct and assess professional ethics. In a sense, ethics is not a disposition yet it is often found on lists of TEPs’ assessments of dispositions. Each TEP can decide where within the model’s structure ethics will be assessed. Also, there is often a category of “Professional” dispositions that TEPs assess such as appropriate dress, punctuality, meeting deadlines, etc. These might be important qualities to be assessed but are they dispositions? Because of the variety of thought on things like these, the DT believes it important to isolate those common sets of dispositions that virtually all can agree upon and that are supported in the literature—the Four C’s. Professional requirements established by the state are acknowledged by including them in the model so as to emphasize their importance and the need to have them assessed the way each TEP may choose.

Finally, the DT recognizes—even honors—the uniqueness of each of the 32 TEPs in Iowa. Because of that, a place in the model is included for adding “contextual” dispositions—those a TEP may choose to emphasize and assess as being integral to its mission and purpose. For example, a faith-based IHE may want to emphasize and assess certain spiritual qualities or dispositions in its candidates.

Effective teacher candidates manifest the following sets of behaviors and/or qualities characterized as...

Caring Dispositions

Candidates with this set of dispositions value and appreciate all aspects of other persons' well being—cognitive, emotional, physical and spiritual—thereby enhancing opportunities for meeting the learning needs of students.

The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of caring dispositions.

- a. **Empathy:** inclination to identify with, and see things from the perspective of others.
- b. **Compassion:** sympathy, often with a desire to help relieve the suffering of others.
- c. **Rapport:** ability to develop appropriate relationships with students and other stakeholders.
- d. **Respect:** shows appropriate regard for the needs, ideas, and experiences of others.
- e. **Passion:** demonstrates excitement, enthusiasm and optimism for the people, content, and context of the teaching-learning process.
- f. **Cultural Competence:** appreciates and capitalizes upon diversity; is aware of and acts to reduce one's own biases; employs culturally sensitive pedagogy.

Communicative Dispositions

Candidates with this set of dispositions are sensitive to and skillful in the various aspects of human activity. They have effective interpersonal relationship skills and attitudes that foster collaborative enterprises useful in enhancing the teaching-learning process.

The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of communicative dispositions.

- a. **Présence:** keen with-it-ness and engagement in human interactions and others' needs.
- b. **Responsiveness:** attentive to others' needs; the ability and inclination to act as best meets the needs, subtle as well as obvious, of others and their circumstances.
- c. **Attentiveness:** concentrates on others' communication; takes others' communication into account.
- d. **Authenticity:** genuineness that fosters and enhances the teaching and learning process while exercising judgment about personal and professional boundaries.
- e. **Collaborativeness:** seeks ways to involve and work with others in planning, problem-solving and implementation of effective practices.
- f. **Voice:** speaks out when the need arises.

Creative Dispositions

Candidates with this set of dispositions display the capacity to envision and craft things in novel and meaningful ways to meet the needs of students.

The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of creative dispositions.

- a. **Flexibility:** adapts, adjusts, and modifies practices to meet the needs of students and peers; thinks on one's feet; is comfortable with change.
- b. **Inventiveness:** uses the needs and interests of students to approach curricular and strategic decisions; visualizes and implements novel ideas and practices.
- c. **Resourcefulness:** utilizes resources in effective ways; adapts practices to unforeseen challenges.

Critical Dispositions

Candidates with this set of dispositions have the ability to examine closely, to critique, and to ask questions. They do not accept the status quo at face value but employ higher level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize candidates with this set of dispositions.

The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of critical dispositions.

- a. **Reflectiveness:** takes time consistently to evaluate effectiveness of instruction and behavior in terms of the larger goals of education; nurtures reflectivity in students and peers; reflects on own growth and accountability.
- b. **Initiative:** exhibits a willingness to pursue solutions to problems or questions; gathers relevant data and persistently seeks to improve situations or areas of need.
- c. **Open-mindedness:** exhibits an ability to look at different sides of an issue; recognizes the possibility of error in one's own beliefs and practices; does not display or act upon prejudices against people or ideas.
- d. **Efficacy:** nurtures high expectations, demonstrates self direction and confidence, and empowers students and peers.
- e. **Humility:** places the needs of the learner and/or learning task above one's own ego; reflects on own growth and accountability.

Professional Requirements

These are qualities and practices that teacher candidates must exhibit in order to be recommended for licensure, some of which are explicit in the Iowa Code of Ethics and Code of Professional Responsibilities. The candidates will display all of the following qualities and/or behaviors that characterize this set of professional requirements. Also, because each of these is considered absolutely necessary, each one will be separately assessed.

- a. **Professionalism:** endeavors to meet the standards expected of a teacher such as appropriateness of dress, grooming, demeanor, punctuality, work ethic, tact, discretion, courtesy, etc.
- b. **Personal and Professional Ethics and Integrity:** adheres strongly to high moral principles and ethical standards as expressed in the Iowa Code of Ethics and Code of Responsibilities; evidences integrity.
- c. **Work Ethic/Responsibility:** attends to school policy for teacher attendance; completes teaching related tasks in a thorough and efficient manner.
- d. **Confidentiality:** complies with federal, state, and school policies relating to confidentiality.

Contextual Dispositions

This category includes any additional dispositions defined by and consistent with the school's mission and/or conceptual framework. For example:

- a. **Spiritual Maturity:** responds to challenging situations in a Christ-like manner.
- b. **Change Agent:** seeks actively to improve situations for students and colleagues when possible; will speak up for what is best, not just what is.