

Dispositions Assessment

Art

Fall 21

Fairness: Demonstrates behaviors that are consistent with equitable treatment of all students in an environment that demonstrates respect and empathy for the fundamental rights, dignity, and worth of others.

Evidence that represents this disposition element:

- Demonstrates respect for cultural differences
- Creates a classroom atmosphere that is inclusive
- Demonstrates equitable treatment for all students
- Courteous, respectful and fair with students

	Not Applicable	Unacceptable	Acceptable	Target
	The teacher candidate did not have opportunity to demonstrate the indicator.	Teacher candidate demonstrates minimal evidence of knowledge or behaviors congruent with disposition element and has no interest in receiving guidance to improve performance.	Teacher candidate demonstrates adequate and appropriate knowledge and behaviors congruent with disposition element and is open to receiving guidance to improve performance.	Teacher candidate clearly and consistently demonstrates knowledge and behaviors congruent with disposition element and is committed to ongoing development.
	The teacher candidate shows respect for human diversity demonstrated through interactions with individuals and groups from different cultures, abilities, social backgrounds, and gender differences. InTASC 3; WVPTS 2B2; CAEP 1.1			
Fall 2021			33.3%	66.7%
	The teacher candidate creates a “safe classroom” with zero tolerance of negativity to others. InTASC 3; WVPTS 2B1; CAEP 1.1			
Fall 2021			33.3%	66.7%

LEARNING FOR ALL: Provides equitable learning experiences that meet diverse learning needs of all students while recognizing various perspectives and fostering the right of all students to develop their talents as they become self-directed learners.

Evidence that represents this disposition element:

- Encourages all students to participate.
- Requires all students to strive for high quality work and clearly conveys a belief in their capability.
- Differentiates instruction to provide appropriate levels of challenge for student of different skill levels.

	Not Applicable	Unacceptable	Acceptable	Target
	The teacher candidate did not have opportunity to demonstrate the indicator.	Teacher candidate demonstrates minimal evidence of knowledge or behaviors congruent with disposition element and has no interest in receiving guidance to improve performance.	Teacher candidate demonstrates adequate and appropriate knowledge and behaviors congruent with disposition element and is open to receiving guidance to improve performance.	Teacher candidate clearly and consistently demonstrates knowledge and behaviors congruent with disposition element and is committed to ongoing development.
	The teacher candidate differentiates instruction to provide appropriate levels of challenge for individual students. InTASC 2; WVPTS 2A1; CAEP 1.4			
Fall 2021			33.3%	66.7%
	The teacher candidate consistently adapts and modifies instruction/lesson plans to flexible respond to student responses, ideas, and needs. InTASC 8; WVPTS 3D3; CAEP 1.4			
Fall 2021			33.3%	66.7%
	The teacher candidate uses a variety of modalities to teach lessons (e.g., visuals, hands-on, talking, presenting, projects, etc.) InTASC 8; WVPTS 3D3; CAEP 1.4			
Fall 2021			16.7%	83.3%

PROFESSIONALISM: Demonstrates behaviors consistent with the WVU Student Conduct Code and of the teaching profession (including relating to and developing relationships with peers, professors, parents, students, administrators, and others) in addition to demonstrating responsibility, adaptability, flexibility, professional appearance and composure, and commitment to life-long learning.

Evidence that represents this disposition element:

- Maintains confidentiality regarding colleagues, students, and families
- Examine own teacher evaluation data and identify strengths and areas for growth for self and learners
- Demonstrates responsibility and accountability
- Demonstrates professional speech and conduct
- Completes course work and instruction activities with honesty and integrity
- Responds appropriately to professional feedback

	Not Applicable	Unacceptable	Acceptable	Target
	The teacher candidate did not have opportunity to demonstrate the indicator.	Teacher candidate demonstrates minimal evidence of knowledge or behaviors congruent with disposition element and has no interest in receiving guidance to improve performance.	Teacher candidate demonstrates adequate and appropriate knowledge and behaviors congruent with disposition element and is open to receiving guidance to improve performance.	Teacher candidate clearly and consistently demonstrates knowledge and behaviors congruent with disposition element and is committed to ongoing development.
	The teacher candidate demonstrates responsibility, flexibility, and the ability to maintain composure under pressure or stress. InTASC 9; WVPTS 4c; CAEP 1.2			
Fall 2021			50.0%	50.0%
	The teacher candidate takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice. InTASC 9; WVPTS 4c; CAEP 1.2			
Fall 2021			33.3%	66.7%
	The teacher candidate sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. InTASC 9; WVPTS 4c; CAEP 1.2			

Fall 2021			33.3%	66.7%
	<p>The teacher candidate demonstrates the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy.</p> <p>InTASC 9; WVPTS 4c; CAEP 1.2</p>			
Fall 2021			50.0%	50.0%

Elementary BA
Fall 2021-Spring 2022

Fairness: Demonstrates behaviors that are consistent with equitable treatment of all students in an environment that demonstrates respect and empathy for the fundamental rights, dignity, and worth of others.				
Evidence that represents this disposition element: <ul style="list-style-type: none"> • Demonstrates respect for cultural differences • Creates a classroom atmosphere that is inclusive • Demonstrates equitable treatment for all students • Courteous, respectful and fair with students 				
	Not Applicable The teacher candidate did not have opportunity to demonstrate the indicator.	Unacceptable Teacher candidate demonstrates minimal evidence of knowledge or behaviors congruent with disposition element and has no interest in receiving guidance to improve performance.	Acceptable Teacher candidate demonstrates adequate and appropriate knowledge and behaviors congruent with disposition element and is open to receiving guidance to improve performance.	Target Teacher candidate clearly and consistently demonstrates knowledge and behaviors congruent with disposition element and is committed to ongoing development.
	The teacher candidate shows respect for human diversity demonstrated through interactions with individuals and groups from different cultures, abilities, social backgrounds, and gender differences. InTASC 3; WVPTS 2B2; CAEP 1.1			
Spring 2022			18.4%	81.6%
Fall 2021			34.1%	56.8%
	The teacher candidate creates a “safe classroom” with zero tolerance of negativity to others. InTASC 3; WVPTS 2B1; CAEP 1.1			
Spring 2022			13.2%	86.8%
Fall 2021	4.5%	6.8%	29.5%	59.1%

LEARNING FOR ALL: Provides equitable learning experiences that meet diverse learning needs of all students while recognizing various perspectives and fostering the right of all students to develop their talents as they become self-directed learners.

Evidence that represents this disposition element:

- Encourages all students to participate.
- Requires all students to strive for high quality work and clearly conveys a belief in their capability.
- Differentiates instruction to provide appropriate levels of challenge for student of different skill levels.

	Not Applicable	Unacceptable	Acceptable	Target
	The teacher candidate did not have opportunity to demonstrate the indicator.	Teacher candidate demonstrates minimal evidence of knowledge or behaviors congruent with disposition element and has no interest in receiving guidance to improve performance.	Teacher candidate demonstrates adequate and appropriate knowledge and behaviors congruent with disposition element and is open to receiving guidance to improve performance.	Teacher candidate clearly and consistently demonstrates knowledge and behaviors congruent with disposition element and is committed to ongoing development.
	The teacher candidate differentiates instruction to provide appropriate levels of challenge for individual students. InTASC 2; WVPTS 2A1; CAEP 1.4			
Spring 2022			44.7%	55.3%
Fall 2021	6.8%	6.8%	54.5%	34.1%
	The teacher candidate consistently adapts and modifies instruction/lesson plans to flexible respond to student responses, ideas, and needs. InTASC 8; WVPTS 3D3; CAEP 1.4			
Spring 2022			36.8%	60.5%
Fall 2021		11.4%	52.3%	36.4%
	The teacher candidate uses a variety of modalities to teach lessons (e.g., visuals, hands-on, talking, presenting, projects, etc.) InTASC 8; WVPTS 3D3; CAEP 1.4			
Spring 2022			28.9%	71.1%

Fall 2021	4.5%	9.1%	50.0%	36.4%
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PROFESSIONALISM: Demonstrates behaviors consistent with the WVU Student Conduct Code and of the teaching profession (including relating to and developing relationships with peers, professors, parents, students, administrators, and others) in addition to demonstrating responsibility, adaptability, flexibility, professional appearance and composure, and commitment to life-long learning.

Evidence that represents this disposition element:

- Maintains confidentiality regarding colleagues, students, and families
- Examine own teacher evaluation data and identify strengths and areas for growth for self and learners
- Demonstrates responsibility and accountability
- Demonstrates professional speech and conduct
- Completes course work and instruction activities with honesty and integrity
- Responds appropriately to professional feedback

	Not Applicable	Unacceptable	Acceptable	Target
	The teacher candidate did not have opportunity to demonstrate the indicator.	Teacher candidate demonstrates minimal evidence of knowledge or behaviors congruent with disposition element and has no interest in receiving guidance to improve performance.	Teacher candidate demonstrates adequate and appropriate knowledge and behaviors congruent with disposition element and is open to receiving guidance to improve performance.	Teacher candidate clearly and consistently demonstrates knowledge and behaviors congruent with disposition element and is committed to ongoing development.
	The teacher candidate demonstrates responsibility, flexibility, and the ability to maintain composure under pressure or stress. InTASC 9; WVPTS 4c; CAEP 1.2			
Spring 2022		2.6%	26.3%	68.4%
Fall 2021		11.4%	40.9%	47.7%
	The teacher candidate takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice. InTASC 9; WVPTS 4c; CAEP 1.2			
Spring 2022			34.2%	65.8%
Fall 2021	2.3%	11.4%	43.2%	43.2%

	<p>The teacher candidate sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.</p> <p>InTASC 9; WVPTS 4c; CAEP 1.2</p>			
Spring 2022			42.1%	57.9%
Fall 2021	2.3%	6.8%	50.0%	40.9%
	<p>The teacher candidate demonstrates the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy.</p> <p>InTASC 9; WVPTS 4c; CAEP 1.2</p>			
Spring 2022			23.7%	76.3%
Fall 2021	2.3%	9.1%	38.6%	50.0%

PET
Fall 21

Fairness: Demonstrates behaviors that are consistent with equitable treatment of all students in an environment that demonstrates respect and empathy for the fundamental rights, dignity, and worth of others.				
Evidence that represents this disposition element: <ul style="list-style-type: none"> • Demonstrates respect for cultural differences • Creates a classroom atmosphere that is inclusive • Demonstrates equitable treatment for all students • Courteous, respectful and fair with students 				
	Not Applicable The teacher candidate did not have opportunity to demonstrate the indicator.	Unacceptable Teacher candidate demonstrates minimal evidence of knowledge or behaviors congruent with disposition element and has no interest in receiving guidance to improve performance.	Acceptable Teacher candidate demonstrates adequate and appropriate knowledge and behaviors congruent with disposition element and is open to receiving guidance to improve performance.	Target Teacher candidate clearly and consistently demonstrates knowledge and behaviors congruent with disposition element and is committed to ongoing development.
	The teacher candidate shows respect for human diversity demonstrated through interactions with individuals and groups from different cultures, abilities, social backgrounds, and gender differences. InTASC 3; WVPTS 2B2; CAEP 1.1			
Spring 2022			15.2%	84.8%
Fall 2021			17.2%	82.8%
	The teacher candidate creates a “safe classroom” with zero tolerance of negativity to others. InTASC 3; WVPTS 2B1; CAEP 1.1			
Spring 2022			8.7%	91.3%
Fall 2021			20.7%	79.3%

LEARNING FOR ALL: Provides equitable learning experiences that meet diverse learning needs of all students while recognizing various perspectives and fostering the right of all students to develop their talents as they become self-directed learners.

Evidence that represents this disposition element:

- Encourages all students to participate.
- Requires all students to strive for high quality work and clearly conveys a belief in their capability.
- Differentiates instruction to provide appropriate levels of challenge for student of different skill levels.

	Not Applicable	Unacceptable	Acceptable	Target
	The teacher candidate did not have opportunity to demonstrate the indicator.	Teacher candidate demonstrates minimal evidence of knowledge or behaviors congruent with disposition element and has no interest in receiving guidance to improve performance.	Teacher candidate demonstrates adequate and appropriate knowledge and behaviors congruent with disposition element and is open to receiving guidance to improve performance.	Teacher candidate clearly and consistently demonstrates knowledge and behaviors congruent with disposition element and is committed to ongoing development.
	The teacher candidate differentiates instruction to provide appropriate levels of challenge for individual students. InTASC 2; WVPTS 2A1; CAEP 1.4			
Spring 2022			43.5%	56.5%
Fall 2021			34.5%	65.5%
	The teacher candidate consistently adapts and modifies instruction/lesson plans to flexible respond to student responses, ideas, and needs. InTASC 8; WVPTS 3D3; CAEP 1.4			
Spring 2022			47.8%	52.2%
Fall 2021			37.9%	62.1%
	The teacher candidate uses a variety of modalities to teach lessons (e.g., visuals, hands-on, talking, presenting, projects, etc.) InTASC 8; WVPTS 3D3; CAEP 1.4			

Spring 2022			47.8%	52.2%
Fall 2021			20.7%	75.9%

PROFESSIONALISM: Demonstrates behaviors consistent with the WVU Student Conduct Code and of the teaching profession (including relating to and developing relationships with peers, professors, parents, students, administrators, and others) in addition to demonstrating responsibility, adaptability, flexibility, professional appearance and composure, and commitment to life-long learning.

Evidence that represents this disposition element:

- Maintains confidentiality regarding colleagues, students, and families
- Examine own teacher evaluation data and identify strengths and areas for growth for self and learners
- Demonstrates responsibility and accountability
- Demonstrates professional speech and conduct
- Completes course work and instruction activities with honesty and integrity
- Responds appropriately to professional feedback

	Not Applicable	Unacceptable	Acceptable	Target
	The teacher candidate did not have opportunity to demonstrate the indicator.	Teacher candidate demonstrates minimal evidence of knowledge or behaviors congruent with disposition element and has no interest in receiving guidance to improve performance.	Teacher candidate demonstrates adequate and appropriate knowledge and behaviors congruent with disposition element and is open to receiving guidance to improve performance.	Teacher candidate clearly and consistently demonstrates knowledge and behaviors congruent with disposition element and is committed to ongoing development.
	The teacher candidate demonstrates responsibility, flexibility, and the ability to maintain composure under pressure or stress. InTASC 9; WVPTS 4c; CAEP 1.2			
Spring 2022		2.2%	37.0%	60.9%
Fall 2021			41.1%	58.6%
	The teacher candidate takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice. InTASC 9; WVPTS 4c; CAEP 1.2			
Spring 2022		4.3%	45.7%	50.0%
Fall 2021		3.4%	41.4%	55.2%

	<p>The teacher candidate sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.</p> <p>InTASC 9; WVPTS 4c; CAEP 1.2</p>			
Spring 2022			28.3%	73.9%
Fall 2021		3.4%	31.0%	65.5%
	<p>The teacher candidate demonstrates the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy.</p> <p>InTASC 9; WVPTS 4c; CAEP 1.2</p>			
Spring 2022			43.5%	56.5%
Fall 2021			27.6%	72.4%

**WVU Teach
Spring 2022**

Fairness: Demonstrates behaviors that are consistent with equitable treatment of all students in an environment that demonstrates respect and empathy for the fundamental rights, dignity, and worth of others.				
Evidence that represents this disposition element: <ul style="list-style-type: none"> • Demonstrates respect for cultural differences • Creates a classroom atmosphere that is inclusive • Demonstrates equitable treatment for all students • Courteous, respectful and fair with students 				
	Not Applicable The teacher candidate did not have opportunity to demonstrate the indicator.	Unacceptable Teacher candidate demonstrates minimal evidence of knowledge or behaviors congruent with disposition element and has no interest in receiving guidance to improve performance.	Acceptable Teacher candidate demonstrates adequate and appropriate knowledge and behaviors congruent with disposition element and is open to receiving guidance to improve performance.	Target Teacher candidate clearly and consistently demonstrates knowledge and behaviors congruent with disposition element and is committed to ongoing development.
	The teacher candidate shows respect for human diversity demonstrated through interactions with individuals and groups from different cultures, abilities, social backgrounds, and gender differences. InTASC 3; WVPTS 2B2; CAEP 1.1			
Spring 2022			40.4%	61.7%
	The teacher candidate creates a “safe classroom” with zero tolerance of negativity to others. InTASC 3; WVPTS 2B1; CAEP 1.1			
Spring 2022			48.9%	51.1%

LEARNING FOR ALL: Provides equitable learning experiences that meet diverse learning needs of all students while recognizing various perspectives and fostering the right of all students to develop their talents as they become self-directed learners.

Evidence that represents this disposition element:

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	The teacher candidate differentiates instruction to provide appropriate levels of challenge for individual students. InTASC 2; WVPTS 2A1; CAEP 1.4			
Spring 2022		2.1%	27.7%	70.2%
	The teacher candidate consistently adapts and modifies instruction/lesson plans to flexible respond to student responses, ideas, and needs. InTASC 8; WVPTS 3D3; CAEP 1.4			
Spring 2022		2.1%	34.0%	63.8%
	The teacher candidate uses a variety of modalities to teach lessons (e.g., visuals, hands-on, talking, presenting, projects, etc.) InTASC 8; WVPTS 3D3; CAEP 1.4			
Spring 2022		2.1%	40.4%	57.4%

PROFESSIONALISM: Demonstrates behaviors consistent with the WVU Student Conduct Code and of the teaching profession (including relating to and developing relationships with peers, professors, parents, students, administrators, and others) in addition to demonstrating responsibility, adaptability, flexibility, professional appearance and composure, and commitment to life-long learning.

Evidence that represents this disposition element:

- Maintains confidentiality regarding colleagues, students, and families
- Examine own teacher evaluation data and identify strengths and areas for growth for self and learners
- Demonstrates responsibility and accountability
- Demonstrates professional speech and conduct
- Completes course work and instruction activities with honesty and integrity
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	The teacher candidate did not have opportunity to demonstrate the indicator.	Teacher candidate demonstrates minimal evidence of knowledge or behaviors congruent with disposition element and has no interest in receiving guidance to improve performance.	Teacher candidate demonstrates adequate and appropriate knowledge and behaviors congruent with disposition element and is open to receiving guidance to improve performance.	Teacher candidate clearly and consistently demonstrates knowledge and behaviors congruent with disposition element and is committed to ongoing development.
	The teacher candidate demonstrates responsibility, flexibility, and the ability to maintain composure under pressure or stress. InTASC 9; WVPTS 4c; CAEP 1.2			
Spring 2022			48.9%	51.1%
	The teacher candidate takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice. InTASC 9; WVPTS 4c; CAEP 1.2			
Spring 2022		2.1%	38.3%	59.6%
	The teacher candidate sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. InTASC 9; WVPTS 4c; CAEP 1.2			

Spring 2022		2.1%	34.0%	63.8%
	<p>The teacher candidate demonstrates the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy.</p> <p>InTASC 9; WVPTS 4c; CAEP 1.2</p>			
Spring 2022			46.8%	53.2%