Dispositions Assessment

<mark>Elementary: Spring 2021</mark>

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 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			
Fall 2021			22.6%	75.8%
	The teacher candidate creates a "safe classroom" with zero tolerance of negativity to others. InTASC 3; WVPTS 2B1; CAEP 1.1			
Fall 2021			17.7%	80.6%

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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 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 differentiates instruction to provide appropriate levels of challenge for individual students. InTASC 2; WVPTS 2A1; CAEP 1.4			
Fall 2021			35.5%	62.9%
	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			27.4%	67.7%
	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			16.1%	80.6%

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 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 demonstrates responsibility, flexibility, and the ability to maintain composure under pressure or stress. InTASC 9; WVPTS 4c; CAEP 1.2			
Fall 2021		1.6%	16.1%	79.0%
	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		3.2%	27.4%	69.4%
	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		3.2%	24.2%	72.6%
	The teacher candidate demonstrates the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy. InTASC 9; WVPTS 4c; CAEP 1.2			
Fall 2021		1.6%	14.5%	82.3%

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Rubric :   3.3 Disposition (Aggregate Student Performance)

	Unacceptable	Acceptable	Target	N/A	N/A	Mean	
FAIRNESS:The teacher candidate shows respect for human diversity demonstrated through interactions wi...	0	0	1	0	0	3.00	
The teacher candidate creates a "safe classroom" with zero tolerance of negativity to others.	0	0	1	0	0	3.00	
LEARNING FOR ALL: The teacher candidate differentiates instruction to provide appropriate levels of challeng...	0	0	1	0	0	3.00	
The teacher candidate consistently adapts and modifies instruction/lesson plans to flexible respond to student re...	0	0	1	0	0	3.00	
The teacher candidate uses a variety of modalities to teach lessons (e.g., visuals, hands-on, talking, presenting, ...	0	0	1	0	0	3.00	
PROFESSIONALISM: The teacher candidate demonstrates responsibility, flexibility, and the ability to maintain ...	0	0	1	0	0	3.00	
The teacher candidate takes responsibility for student learning and uses ongoing analysis and reflection t ...	0	0	1	0	0	3.00	
The teacher candidate sees him/herself as a learner, continuously seeking opportunities to draw upon c ...	0	0	1	0	0	3.00	
The teacher candidate demonstrates the expectations of the profession, including codes of ethics, professional ...	0	0	1	0	0	3.00	

West Virginia University

MAC: Fall 2020

Rubric :   3.3 Disposition (Aggregate Student Performance)

	Unacceptable	Acceptable	Target	N/A	N/A	Mean
FAIRNESS:The teacher candidate shows respect for human diversity demonstrated through interactions wi..	0	0	3	0	0	3.00
The teacher candidate creates a "safe classroom" with zero tolerance of negativity to others.	0	1	2	0	0	2.67
LEARNING FOR ALL: The teacher candidate differentiates instruction to provide appropriate levels of challeng ..	0	1	2	0	0	2.67
The teacher candidate consistently adapts and modifies instruction/lesson plans to flexible respond to student re..	0	1	2	0	0	2.67
The teacher candidate uses a variety of modalities to teach lessons (e.g., visuals, hands-on, talking, presenting, ..	0	1	2	0	0	2.67
PROFESSIONALISM: The teacher candidate demonstrates responsibility, flexibility, and the ability to maintain ..	0	0	3	0	0	3.00
The teacher candidate takes responsibility for student learning and uses ongoing analysis and reflection t ..	0	1	2	0	0	2.67
The teacher candidate sees him/herself as a learner, continuously seeking opportunities to draw upon c ..	0	1	2	0	0	2.67
The teacher candidate demonstrates the expectations of the profession, including codes of ethics, professional..	0	1	2	0	0	2.67

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Rubric :   3.3 Disposition (Aggregate Student Performance)

	Unacceptable	Acceptable	Target	N/A	N/A	Mean
FAIRNESS:The teacher candidate shows respect for human diversity demonstrated through interactions wi..	0	0	19	0	0	3.00
The teacher candidate creates a "safe classroom" with zero tolerance of negativity to others.	0	1	18	0	0	2.95
LEARNING FOR ALL: The teacher candidate differentiates instruction to provide appropriate levels of challeng ..	0	1	18	0	0	2.95
The teacher candidate consistently adapts and modifies instruction/lesson plans to flexible respond to student re..	0	0	19	0	0	3.00
The teacher candidate uses a variety of modalities to teach lessons (e.g., visuals, hands-on, talking, presenting, ..	0	1	18	0	0	2.95
PROFESSIONALISM: The teacher candidate demonstrates responsibility, flexibility, and the ability to maintain ..	0	1	18	0	0	2.95
The teacher candidate takes responsibility for student learning and uses ongoing analysis and reflection t ..	0	0	19	0	0	3.00
The teacher candidate sees him/herself as a learner, continuously seeking opportunities to draw upon c ..	0	1	18	0	0	2.95
The teacher candidate demonstrates the expectations of the profession, including codes of ethics, professional ..	0	0	19	0	0	3.00

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Rubric : 3.3 Disposition (Aggregate Student Performance)

	Unacceptable	Acceptable	Target	N/A	N/A	Mean
FAIRNESS:The teacher candidate shows respect for human diversity demonstrated through interactions wi...	0	1	5	0	0	2.83
The teacher candidate creates a "safe classroom" with zero tolerance of negativity to others.	0	1	5	0	0	2.83
LEARNING FOR ALL: The teacher candidate differentiates instruction to provide appropriate levels of challeng ...	0	1	5	0	0	2.83
The teacher candidate consistently adapts and modifies instruction/lesson plans to flexible respond to student re...	0	2	4	0	0	2.67
The teacher candidate uses a variety of modalities to teach lessons (e.g., visuals, hands-on, talking, presenting, ...	0	2	4	0	0	2.67
PROFESSIONALISM: The teacher candidate demonstrates responsibility, flexibility, and the ability to maintain ...	0	3	3	0	0	2.50
The teacher candidate takes responsibility for student learning and uses ongoing analysis and reflection t ...	0	3	3	0	0	2.50
The teacher candidate sees him/herself as a learner, continuously seeking opportunities to draw upon c ...	0	2	4	0	0	2.67
The teacher candidate demonstrates the expectations of the profession, including codes of ethics, professional ...	0	2	4	0	0	2.67

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Rubric View: Rubric

	Teacher Candidate Behavior (0 pts)	NA (0 pts)	Level 1 Unacceptable (6 pts)	Level 2 Acceptable (8 pts)	Level 3 Target (10 pts)	Comments (0 pts)	Evidence that represents this disposition element: (0 pts)	Mean	Mode	Stdev
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.	0	0	0	1	3	0	0	9.500	10.000	0.866
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.	0	0	0	1	3	0	0	9.500	10.000	0.866
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.	0	0	0	2	2	0	0	9.000	10.000	1.000
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	0	0	0	2	2	0	0	9.000	10.000	1.000
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	0	0	0	2	2	0	0	9.000	10.000	1.000
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.	0	0	0	1	3	0	0	9.500	10.000	0.866
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.	0	0	0	3	1	0	0	8.500	8.000	0.866
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.	0	0	0	3	1	0	0	8.500	8.000	0.866
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.	0	0	0	3	1	0	0	8.500	8.000	0.866

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Rubric View: Rubric

	Teacher Candidate Behavior (0 pts)	NA (0 pts)	Level 1 Unacceptable (6 pts)	Level 2 Acceptable (8 pts)	Level 3 Target (10 pts)	Comments (0 pts)	Evidence that represents this disposition element: (0 pts)	Mean	Mode	Stdev
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.	0	0	0	1	7	0	0	9.750	10.000	0.661
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.	0	0	0	1	7	0	0	9.750	10.000	0.661
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.	0	0	0	2	6	0	0	9.500	10.000	0.866
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	0	0	0	2	6	0	0	9.500	10.000	0.866
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	0	0	0	2	6	0	0	9.500	10.000	0.866
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.	0	0	0	2	6	0	0	9.500	10.000	0.866
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.	0	0	0	2	6	0	0	9.500	10.000	0.866
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.	0	0	0	2	6	0	0	9.500	10.000	0.866
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.	0	0	0	1	7	0	0	9.750	10.000	0.661

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Social Studies: Fall 2020

Rubric :   3.3 Disposition (Aggregate Student Performance)

	Unacceptable	Acceptable	Target	N/A	N/A	Mean
FAIRNESS:The teacher candidate shows respect for human diversity demonstrated through interactions wi…	0	0	8	0	0	3.00
The teacher candidate creates a "safe classroom" with zero tolerance of negativity to others.	0	1	7	0	0	2.88
LEARNING FOR ALL: The teacher candidate differentiates instruction to provide appropriate levels of challeng…	0	3	5	0	0	2.62
The teacher candidate consistently adapts and modifies instruction/lesson plans to flexible respond to student re…	0	3	5	0	0	2.62
The teacher candidate uses a variety of modalities to teach lessons (e.g., visuals, hands-on, talking, presenting, …	0	2	6	0	0	2.75
PROFESSIONALISM: The teacher candidate demonstrates responsibility, flexibility, and the ability to maintain …	0	3	5	0	0	2.62
The teacher candidate takes responsibility for student learning and uses ongoing analysis and reflection t …	0	1	7	0	0	2.88
The teacher candidate sees him/herself as a learner, continuously seeking opportunities to draw upon c …	0	1	7	0	0	2.88
The teacher candidate demonstrates the expectations of the profession, including codes of ethics, professional ..	0	0	8	0	0	3.00

Unacceptable - 1.000 Acceptable - 2.000 Target - 3.000 N/A N/A - 0.000

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Rubric :   3.3 Disposition (Aggregate Student Performance)

	Unacceptable	Acceptable	Target	N/A	N/A		Mean
FAIRNESS:The teacher candidate shows respect for human diversity demonstrated through interactions wi...	0	0	15	0	0		3.00
The teacher candidate creates a "safe classroom" with zero tolerance of negativity to others.	0	0	15	0	0		3.00
LEARNING FOR ALL: The teacher candidate differentiates instruction to provide appropriate levels of challeng ...	0	3	12	0	0		2.80
The teacher candidate consistently adapts and modifies instruction/lesson plans to flexible respond to student re..	0	1	14	0	0		2.93
The teacher candidate uses a variety of modalities to teach lessons (e.g., visuals, hands-on, talking, presenting, ..	0	3	12	0	0		2.80
PROFESSIONALISM: The teacher candidate demonstrates responsibility, flexibility, and the ability to maintain ..	0	0	15	0	0		3.00
The teacher candidate takes responsibility for student learning and uses ongoing analysis and reflection t ..	0	1	14	0	0		2.93
The teacher candidate sees him/herself as a learner, continuously seeking opportunities to draw upon c ..	0	1	14	0	0		2.93
The teacher candidate demonstrates the expectations of the profession, including codes of ethics, professional ..	0	1	14	0	0		2.93

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Rubric :   3.3 Disposition (Aggregate Student Performance)

	Unacceptable	Acceptable	Target	N/A	N/A	Mean
FAIRNESS:The teacher candidate shows respect for human diversity demonstrated through interactions wi..	0	0	2	0	0	3.00
The teacher candidate creates a "safe classroom" with zero tolerance of negativity to others.	0	0	2	0	0	3.00
LEARNING FOR ALL: The teacher candidate differentiates instruction to provide appropriate levels of challeng ..	0	0	2	0	0	3.00
The teacher candidate consistently adapts and modifies instruction/lesson plans to flexible respond to student re..	0	0	2	0	0	3.00
The teacher candidate uses a variety of modalities to teach lessons (e.g., visuals, hands-on, talking, presenting, ..	0	0	2	0	0	3.00
PROFESSIONALISM: The teacher candidate demonstrates responsibility, flexibility, and the ability to maintain ..	0	0	2	0	0	3.00
The teacher candidate takes responsibility for student learning and uses ongoing analysis and reflection t ..	0	0	2	0	0	3.00
The teacher candidate sees him/herself as a learner, continuously seeking opportunities to draw upon c ..	0	0	2	0	0	3.00
The teacher candidate demonstrates the expectations of the profession, including codes of ethics, professional ..	0	0	2	0	0	3.00

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Rubric : 3.3 Disposition (Aggregate Student Performance)

	Unacceptable	Acceptable	Target	N/A	N/A	Mean
FAIRNESS:The teacher candidate shows respect for human diversity demonstrated through interactions wi..	0	0	2	0	0	3.00
The teacher candidate creates a "safe classroom" with zero tolerance of negativity to others.	0	0	2	0	0	3.00
LEARNING FOR ALL: The teacher candidate differentiates instruction to provide appropriate levels of challeng ..	0	0	2	0	0	3.00
The teacher candidate consistently adapts and modifies instruction/lesson plans to flexible respond to student re..	0	0	2	0	0	3.00
The teacher candidate uses a variety of modalities to teach lessons (e.g., visuals, hands-on, talking, presenting, ..	0	0	2	0	0	3.00
PROFESSIONALISM: The teacher candidate demonstrates responsibility, flexibility, and the ability to maintain ..	0	0	2	0	0	3.00
The teacher candidate takes responsibility for student learning and uses ongoing analysis and reflection t ..	0	0	2	0	0	3.00
The teacher candidate sees him/herself as a learner, continuously seeking opportunities to draw upon c ..	0	0	2	0	0	3.00
The teacher candidate demonstrates the expectations of the profession, including codes of ethics, professional ..	0	0	2	0	0	3.00

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Rubric :   3.3 Disposition (Aggregate Student Performance)

	Unacceptable	Acceptable	Target	N/A	N/A	Mean
FAIRNESS:The teacher candidate shows respect for human diversity demonstrated through interactions wi...	0	6	10	0	0	2.62
The teacher candidate creates a "safe classroom" with zero tolerance of negativity to others.	2	5	9	0	0	2.44
LEARNING FOR ALL: The teacher candidate differentiates instruction to provide appropriate levels of challeng ...	0	10	4	1	1	2.29
The teacher candidate consistently adapts and modifies instruction/lesson plans to flexible respond to student re...	0	7	9	0	0	2.56
The teacher candidate uses a variety of modalities to teach lessons (e.g., visuals, hands-on, talking, presenting, ...	2	6	8	0	0	2.38
PROFESSIONALISM: The teacher candidate demonstrates responsibility, flexibility, and the ability to maintain	0	7	9	0	0	2.56
The teacher candidate takes responsibility for student learning and uses ongoing analysis and reflection t ...	2	5	9	0	0	2.44
The teacher candidate sees him/herself as a learner, continuously seeking opportunities to draw upon c ...	2	8	6	0	0	2.25
The teacher candidate demonstrates the expectations of the profession, including codes of ethics, professional ...	0	8	8	0	0	2.50

■ Unacceptable - 1.000   ■ Acceptable - 2.000   ■ Target - 3.000   ■ N/A   ■ N/A - 0.000

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