



Assessing Candidate Dispositions

***Candidate Dispositions Performance Assessment Rubric and
Candidate Beliefs Self-Assessment Survey***

A User Guide

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An Overview of the Guidelines for Administration of the Instruments

The *Candidate Dispositions Performance Assessment Rubric* and the *Candidate Beliefs Self-Assessment Survey* are designed to be administered electronically. Thus, the rubric and the survey should be located and administered via an electronic data management system. Nevertheless, they can be administered manually. The instruments can be accessed in the appendices in this document.

To ensure the validity and reliability characteristics of the instruments, it is strongly advised that administrators of these instruments completely review these guidelines before beginning the process of administering the instruments. Specifically, the Assessment Directors and/or Field Experiences coordinators should endeavor to work through Guidelines for Administering the *Candidate Dispositions Performance Assessment Rubric* and Guidelines for Administering the *Candidate Beliefs Self-Assessment Survey*.

The Assessment Director or point person should be familiar with the instruments as well as an electronic data management system the Educator Preparation Program (EPP) uses. Such a person should prepare the instruments for implementation at the EPP to ensure access to the rubric ratings and completed survey(s) results.

Guidelines for Administering the Candidate Dispositions Performance Assessment Rubric

Purpose

The *Candidate Dispositions Performance Assessment Rubric* was developed to assess teacher candidates' dispositions. The rubric can be used during clinical practice by both the university supervisor and the cooperating teacher as a summative evaluation of the candidate's behavior and performance in the field. It can also be used at the beginning of clinical practice to provide baseline and formative data for the candidate and supervisor prior to the final administration of the assessment. We also recommend that the rubric be reviewed with the candidates earlier in the program to acquaint the candidates with the expected dispositions.

Validity

To establish content validity, Lawshe's (1975) method was employed. Twenty-seven themes were provided by survey to education experts representing both P-12 and higher education (IHE). From 131 respondents, twenty-four items had the necessary Content Validity Ratio (CVR) given the panel size (for a size of 131 panelists, a CVR of 0.15 would be required based on Ayre's and Scally's (2014) formula ($\text{CVR}_{\text{Critical}} = [(Z\sqrt{N}) + 1]/N$; where N is the number of panelist, Z is the Z score corresponding to relevant α level) for estimating normal approximations for the binomial distribution). Thus, the 24 themes with CVRs greater than 0.15 were included in the instrument as essential dispositions for teacher candidates. Disaggregating the data by higher education and P-12 education results would require CVRs based on each panel size: the one-tailed critical CVR at $\alpha = .05$ for the P-12 group with N=60 was 0.23, and the one-tailed critical CVR at $\alpha = .05$ for the IHE group with N=70 was 0.22. This analysis is significant for Education Preparation Providers (EPPs), as all 24 items would be retained if validated on the combined panel of 131 as well as the P-12 panel alone since all the CVRs were higher than the critical value of 0.23. However, if it was validated on the IHE panel alone, the following items would be omitted based on their CVRs, which were less than 0.22: Passion for Teaching; Commitment to School; and Problem Solving Ability. An EPP could choose to implement the rubric and omit the last three items (numbers 22-24) as well as omitting the final three questions on the self-assessment (numbers 31-33) if desired. A complete report on the validity of the instrument is available upon request.

Reliability

Although internal consistency reliability was established for the *Candidate Disposition Performance Assessment Rubric* (0.96), it is suggested that individual EPPs continue to conduct reliability studies for their raters. Holding a rubric norming workshop is one approach for improving reliability. Thus, the Field Experiences coordinator should conduct some training for prospective raters before using this instrument. If it is possible or feasible, a joint training should be conducted for university supervisors and cooperating teachers to ensure that all users have similar understandings of the themes and what constitutes appropriate evidence at each performance level. EPPs can use their own scenarios or videos of former candidates or use the scenarios provided in this *User Guide* in Table 1. It is also recommended that the university supervisors and cooperating teachers self-assess their own current or prior teaching practices using the rubric to help them become more familiar with the tool.

Rubric Implementation Procedure

The *Candidate Dispositions Performance Assessment Rubric* should be used at least twice during the clinical experience period: formatively at the beginning and/or midway along the semester and summatively near the conclusion of clinical practice. If possible, both cooperating teachers and university supervisors should rate the candidates. However, at a minimum, university supervisors should rate the candidates. It is recommended that the candidates should not only have completed the *Candidates Beliefs Self-Assessment Survey* at or near entry into the program, they should be familiar with the specific content of the rubric as well. Thus, it is imperative that prior to or at the beginning of student teaching, candidates are exposed to the rubric. One approach would be to ask candidates to evaluate themselves on the rubric during the first week of clinical practice and then discuss their evaluations collectively. Another approach would be to utilize the rubric formatively during methods courses, although not all indicators on the rubric would be addressed in a methods class.

Scoring and Setting of Passing Score

The EPP evaluator and the Cooperating Teacher should each use the rubric to evaluate the dispositions of candidates assigned to them. They should use their professional knowledge and experiences with the candidate to make a decision of the candidate's progress toward demonstrating the attitudes, behaviors, and beliefs deemed essential for being a classroom teacher. The four performance levels are developmentally sequenced and range from (1) Unacceptable, (2) Needs Development, (3) Proficient, to (4) Exemplary. Examples of appropriate attitudes, behaviors and or beliefs are provided for each disposition indicator within the proficient and exemplary levels. A candidate at Level 3 is considered "classroom-ready" or proficient.

Formative Interpretation and Use of Result to Guide Discussions with Teacher Candidates

Formative implementation of the rubric should allow for areas of needed growth to be identified. However, individual institutions may determine consequences for "Unacceptable" behaviors. Any score of 1 or 2 indicates a disposition for which the candidate needs to grow and develop further. Thus, a conference, discussion and plan of action may be needed to ensure that the candidate reaches an acceptable performance level before the summative rating is performed.

Summative Interpretation of Scores and Setting of Passing Score

The summative evaluation of candidates' dispositions should occur during the final semester of clinical experience. Candidates' dispositions are rated at four performance levels, namely (1) Unacceptable, (2) Needs Development, (3) Proficient, and (4) Exemplary. A candidate at Level 3 is considered classroom ready or proficient. The scores could be interpreted using the total score or the average score. Specifically, given that there are 24 items on the rubric, the range of scores is from 24, for a score of 1 on every item, to a maximum of 96 (24 X 4), for a score of 4 on every item. The scores may also be interpreted based on the mean scores. The mean scores will range from 1, for a score of 1 on all dispositions, to 4, for a score of 4 on every item. It is up to the EPP using this instrument to require or not require that a candidate performs at a minimum of Level 3 on every criterion, for a total of 72 or a minimum average

score of 3. An EPP may allow a specified number of scores at Needs Development level, for example it may determine to allow no more than 25% of the dispositions to be scored at level two for an overall minimum total score of 66 ((2 X 6) + (3 X 18)) or an average score of 2.75. Individual institutions may determine consequences for “Unacceptable” dispositions at this stage of the program. Possible options are arranging additional observations or repeat of clinical experience with closer monitoring, depending on how many dispositions for which the candidate received a score of 1.

Scenario Activity

Scenarios in Table 1 may be used within a workshop geared towards increasing inter-scorer agreement and reliability for the rubric via norming activities. The workshop facilitator should share the scenario, allow scorers to rate the ***fictional*** candidate based on the rubric indicators suggested, share scores, discuss and repeat until the group reaches consensus for each indicator. Before starting the activity, it is encouraged to remind participants that the performance criteria in the instrument are samples of behaviors that reflect potential underlying beliefs and attitudes of teacher candidates, and, thus, the behaviors identified at each performance level in the rubric are not exhaustive.

Table 1.
Scenarios for Inter-Rater Reliability Workshops

Scenario	Rubric Indicators Addressed	How would you rate each of these fictional candidates?
1	#4, #8, #10	A cooperating teacher reports or observes that despite three opportunities to discuss student needs with parents, Jack, who is known as particularly shy, shows reluctance to speaking to parents beyond initial greetings. He does, however, assist in managing the class website and sending out the mass text message announcements to parents. He is also very prepared for every lesson he teaches and develops and implements lesson plans that engage students in standards-based and academically challenging learning opportunities.
2	#16	Kareem often texted the university supervisor during the school day with edTPA questions. The supervisor checked his teaching schedule and saw that the times he was texted were not during the candidate's planning periods.
3	#1, #19	Deb is a single mom of two small children and works part-time even though it is advised for candidates not to work during clinical practice. Each time you have observed, she has worn clothes that you would consider unprofessional or might violate the placement's dress code. She, however, acts professionally in all other regards.
4	#20	Jose asks his cooperating teacher for permission to design an interactive bulletin board for the next unit of study. He takes full ownership of the bulletin board, completes it in time for the beginning of the unit, and expresses pride in his work. Other teachers in the school positively comment on the appearance and content of the bulletin board.
5	#11	After observing Meriem for the second time, you hold a debriefing meeting where you suggest she implement cooperative learning in the next lesson and consult materials from prior classes regarding student-centered instruction. She does not make eye contact and says, "I am teaching the way I was taught and it worked on me." At the next observation you note there is little to no change evident.
6	#1, #3, #5	Upon arriving to observe Ashley she directed you to sit at the desk set up for her by the cooperating teacher. Once behind the desk, you could not help but notice sitting on top were stacks of graded papers as well as notes about a student's specific disability with the student's name visible. Within the lesson you observe her calling on a variety of learners, implementing instructional support for ELLs within the class, and utilizing culturally relevant pedagogy. Ashley is known for having a kind and caring attitude toward all students and often explains how much she loves teaching.

7	#3	The school in which Lina is placed undergoes an unexpected change in administration mid-semester. The new administrator requires all teachers to implement a particular instructional strategy, regardless of grade or content. The faculty are frustrated. Lina is overheard telling other candidates she does not like the new administrator and that the new administrator is “unqualified and should go back to where s/he came from.”
8	#14, #15, #16, #17	You have observed Cheri conclude several lessons with exit tickets by providing the assessment on the interactive white board. Each exit ticket required recall as well as one problem solving or open-ended task. You asked her what happens to the results from the exit tickets. She explains that sometimes nothing happens because she glances at the responses to gauge whether or not students need a review and does not see any glaring needs. Other times though, she has returned the students’ work to them with feedback and a couple of minutes to discuss with their partners and/or make improvements. And while her lesson plans are well-developed and include her assessment strategies, Cheri always submits them one to three days after they are due (even if that is after the day she is supposed to teach).
9	#2, #13, #22	Maria has a great rapport with students. She is always looking forward to working with the students. They love her too. She seems to know one or two sentences in the language of all her students. That makes students feel really valued and she encourages them to learn a few words or something new each week from someone else’s culture.
10	#9, #20, #23, #24	Antoine has more students than seats in his class. Three desks and chairs are broken and packed together at one corner in the classroom. The same appears to be true in many other classrooms. With the principal’s permission, Antoine and one teacher candidate he persuaded to work with him, solicit for handymen and women at a PTA meeting and invite them to a workday at school over one weekend. The volunteers repaired 20-30 chairs, tables and desks! You visited Antoine’s class early the following Monday when his students came in and were jumping for joy that everyone had a chair and desk.
11	#6, #7, #13, #17	Each time you have observed Mary, you have seen that her Social Studies lessons are very lively, with all students engaged in group work, excitedly searching the internet for information and data on countries they never heard of and creating a presentation. On a world map in her class, students have used colored pins to proudly identify countries of origin of families represented in her class. Sometimes veteran teachers stop by just to observe how learning is taking place. Nevertheless, her cooperating teacher is worried that Mary rarely starts a lesson on time or ends a lesson on time. She is

		late a few times a week and has called in once or twice about not having a ride to school or her child being sick.
12	#12, #18	You stopped by one day to observe James in an 11 th grade World Literature class. A student was arguing with James for speaking disrespectfully about a Central African author whose story plot he apparently did not understand or appreciate. The student had done some research on the author before class and read various comments and background information on the author. James appeared to feel embarrassed and was pulling out the forms to send the student to the principal's office when the cooperating teacher intervened. She asked the student to share his findings about the author and other students joined in a lively discussion on how political and cultural experience can flavor one's writing.
13	#1, #2, #21, #23	Julia played basketball in college and readily volunteered to help Ms. Wayne, the coach for the girls' Junior Varsity basketball team. Julia quickly found out that some students pretend they are staying back after school to play, but then they sneak off into the neighborhood and return just in time for the afterschool activity to end. Ms. Wayne was aware of this behavior but never said anything. Julia questioned the students on their where-about, talked to Ms. Wayne on the ethical and legal liability she was placing on the school by allowing the students leave and return to the gym as they please. In addition, she reported the issue to the assistant principal.

Table 2.
Scenario Workshop Score Sheet

Scenario	Rubric Indicator Addressed	My Rating	Group Consensus	Notes/ Comments
1	#4			
	#8			
	#10			
2	#16			
3	#1			
	#19			
4	#20			

5	#11			
6	#1			
	#3			
	#5			
7	#3			
8	#14			
	#15			
	#16			
	#17			
9	#2			
	#13			
	#22			
10	#9			
	#20			
	#23			
	#24			
11	#6			
	#7			
	#13			
	#17			
12	#12			
	#18			
13	#1			

	#2		
	#21		
	#23		

Guidelines for Administering the Candidate Beliefs Self-Assessment Survey

Purpose

The *Candidate Beliefs Self-Assessment Survey* was designed to complement the *Candidate Dispositions Performance Assessment Rubric*. As the name suggests, the *Candidate Beliefs Self-Assessment Survey* is a self-report instrument administered to the candidates. The survey prompts students to reflect on their beliefs and attitudes and respond by indicating to what extent they agree or disagree with values, attitudes and beliefs, i.e. dispositions, that were empirically determined to be important to the profession of teaching. These dispositions undergird behaviors in one's practice and affect how teachers relate to students, adults, different cultures and other diversities in today's classroom. This survey is designed to be used for formative assessment purposes to set benchmarks and develop a plan of actions for each candidate or a cohort of candidates.

Survey Administration

The survey is designed to be administered at program entry or near program entry. It is designed to be administered electronically, nevertheless, it could be administered manually. The survey comprises 33-item 5-point Likert scale that elicits level of agreement with a statement, ranging from Strongly Disagree with a score of 1 through neutral, a score of 3, to Strongly Agree for a score of 5. The Strongly Agree, for most items, is the desirable end of a disposition. However, Strongly Disagree is the desired score for five negatively-keyed items: 6, 9, 16, 18, and 28.

Scoring and Interpretation of Scores

Each item receives a score of 1 through 5, for a total score ranging from a low of 33 for a score of 1 on every item to a maximum of 165, for a score of 5 on every item. However, before the scores are added to obtain a total, the five negatively keyed items should be reverse-scored using one of the conventional methods (Kent State University Libraries, 2017). For a 5-point Likert scale, the usual way to obtain reverse scores is to subtract each score from 6. Consequently, a choice of Strongly Disagreeing (point value 1) with the statement in Item 6, actually means an agreement that lesson plans should consider students' background, interest and learning styles and hence is worth 5 (or 6-1).

The survey results should form a baseline for individualized program planning. Specifically, dispositions in which a candidate scored 1 or 2 should be noted for discussions individually or in Methods classes or Seminar classes. Origins of negative beliefs, biases, stereotypes or attitudes could be investigated with a view to changing them (see Hochstetler, 2014; Stooksberry, Schussler, & Bercaw, 2009; Villegas, 2007).

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Appendix A. Candidate Dispositions Performance Assessment Rubric

Purpose

The *Candidate Disposition Performance Assessment Rubric* is designed for use during clinical practice by both the university supervisor and the cooperating teacher as a summative evaluation of the candidate's behavior and performance in the field. Nevertheless, it is recommended that it be also reviewed with the candidates earlier in the program, and used at the beginning of clinical practice, to provide baseline and formative data for the candidate and supervisor prior to the final administration of the assessment. If implemented prior to clinical practice, it may be helpful to allow for an option such as "Not observed;" however, the summative implementation of the form should require the candidate is assessed on all 24 indicators. It is also recommended that it be used in conjunction with the corresponding *Candidate Beliefs Self-Assessment Survey*, which should be administered at program entry as an additional data point for determining cohort dispositional learning needs.

Score Interpretation

The rubric is on a 4-point developmentally sequenced performance level scale. It has 24 indicators identified by stakeholders in Georgia as essential for assessing teacher candidate dispositions. Using the working definition from the Council for the Accreditation of Educator Preparation (CAEP), which is based on the Interstate Teacher Assessment and Support Consortium's (InTASC) claim regarding the role of "critical dispositions" (Council of Chief State School Officers (CCSSO), 2011, p. 6), dispositions are defined in this work as "the habits of professional action and moral commitments that underlie an educator's performance" (CAEP, 2016, p. 180). Performance criteria in this instrument are samples of behaviors that reflect potential underlying beliefs and attitudes of teacher candidates, and, thus, the behaviors identified at each performance level in the rubric are not exhaustive. Nevertheless, based on the experiences of the authors, reviewers, and pilot-test institutions, this rubric provides a sufficient frame for adequately evaluating candidates' dispositions.

The four levels are (1) Unacceptable, (2) Needs Development, (3) Proficient, and (4) Exemplary. Individual institutions may determine consequences for "Unacceptable" behaviors. A candidate at Level 3 is considered classroom ready or proficient. It is up to the EPP using this instrument to require that a candidate performs at a minimum of Level 3 on every criterion, for a minimum average score of 3 or to allow no more than 25% of the dispositions to be scored at level two for an overall average score of 2.75. If cooperating teachers also rate the candidates, an average of the university supervisor(s) and cooperating teacher may be used.

Directions

Please use the following rubric to evaluate the dispositions of your candidate. Use your professional knowledge and experiences with the candidate to make a decision of the candidate's progress toward demonstrating the attitudes, behaviors, and beliefs deemed essential for being a classroom teacher in your state. The four levels are (1) Unacceptable, (2) Needs Development, (3) Proficient, and (4) Exemplary. A candidate at Level 3 is considered classroom-ready.

Rubric

Rated Item(s)	1	2	3	4
	Unacceptable	Needs Development	Proficient	Exemplary
1. Integrity - Teacher candidate abides by professional codes of ethics for teaching and demonstrates ethical conduct and integrity in his/her actions. S/he is a person of good reputable character. S/he always maintains confidentiality. [InTASC 9o]	Teacher candidate behaves in such a way that initial certification would be denied or suspended, such as failure to report potential child abuse, inappropriate conduct with students, use of alcohol on school premises (see <i>state's code of ethics</i> for relevant state(s) for complete list).	Teacher candidate behaves in such a way to warrant a reprimand, warning, or monitoring.	Teacher candidate abides by professional codes of ethics of the state(s) in which he/she plans to teach and demonstrates ethical conduct and integrity in his/her actions. S/he is a person of good reputable character. S/he always maintains confidentiality.	Teacher candidate abides by professional codes of ethics of the state(s) in which he/she plans to teach and demonstrates ethical conduct and integrity in his/her actions. S/he is a person of reputable character. S/he always maintains confidentiality, and candidate exemplifies behavior that represents the education profession with dignity and integrity.
2. Interaction with Students - Teacher candidate interacts positively and maintains appropriate relationships with students. *Reference your state's code of ethics for teaching if clarification on "appropriate relationships with students" is needed. [InTASC 9o]	Teacher candidate interacts negatively with students, such as yelling or screaming at a student and/or belittling students.	Teacher candidate may struggle with managing a class of students and possibly resort to yelling at the class. Or, s/he fails to maintain an appropriate relationship with students, such as taking on a "friend role" without maintaining a sense of authority.	Teacher candidate interacts positively and maintains appropriate relationships with students.	Teacher candidate interacts positively and maintains appropriate and caring relationships with students and has good rapport with all students.
3. Attitude & Demeanor - Teacher candidate maintains a positive attitude and demeanor. S/he is flexible, professional, and enthusiastic.	Teacher candidate is negative about the school, administration, and/or students. S/he is resistant to changes, causing complications by word or actions. S/he demonstrates an unprofessional attitude.	Teacher candidate is professional in attitude and demeanor, but does not exhibit enthusiasm. Candidate may seem apathetic or speak freely of discontent with the school, administration, and/or students.	Teacher candidate maintains a positive attitude and demeanor. S/he is flexible, professional, and enthusiastic.	Teacher candidate maintains a positive attitude and demeanor and encourages others to do so as well. S/he is flexible, professional, and enthusiastic.

Rated Item(s)	1	2	3	4
	Unacceptable	Needs Development	Proficient	Exemplary
4. Communication - Teacher candidate communicates effectively and professionally in all domains (verbal, nonverbal, written, technologically) and with tact. [InTASC 8q]	Teacher candidate communicates unprofessionally or without tact, or does not communicate at all. Candidate does not use accepted conventions or vocabulary when communicating.	Teacher candidate fails to contact parents or guardians for needed intervention or only communicates with parents or guardians solely about students' poor performance or behavior. Candidate may use technology for communication but uses it ineffectively (e.g. teacher website is not updated regularly). Candidate may not speak clearly or loudly, or may be inconsistent with use of accepted conventions and vocabulary.	Teacher candidate communicates effectively and professionally in all domains (verbal, nonverbal, written, technologically) and with tact, using accepted conventions and vocabulary. Candidate may choose to use text messaging app or a website to communicate with parents, but does so with weekly or bi-weekly updates. Candidate is prompt with communicating with parents or guardians regarding students' good performance or behavior.	Teacher candidate communicates effectively and professionally in all domains (verbal, nonverbal, written, technologically) and with tact, using accepted conventions and vocabulary. Candidate may choose to use text messaging app or a website to communicate with parents, but does so with weekly or bi-weekly updates. Candidate is prompt with communicating with parents or guardians regarding students' performance or behavior, both for areas needing improvement and areas of progress or excellence. S/he communicates with a personal tone and care when interacting with parents or guardians and students.
5. High Expectations for All Students - Teacher candidate is committed to student learning and believes all students can learn. S/he holds high expectations for all students. [InTASC 2l]	Teacher candidate has low expectations for some students, demonstrated in ways such as attitude toward students, lowering standards for some students, spending less time assisting lower achieving students, etc.	Teacher candidate expresses a belief that all students can learn but limits teaching style primarily to one method.	Teacher candidate is committed to student learning and believes all students can learn. S/he holds high expectations for all students, demonstrated by effort to plan and provide instruction to reach a variety of learners.	Teacher candidate is committed to student learning and believes all students can learn. S/he holds high expectations for all students and tailors learning opportunities to capitalize on all students' academic abilities, cultural experiences, and backgrounds.

Rated Item(s)	1	2	3	4
	Unacceptable	Needs Development	Proficient	Exemplary
6. Attendance/Punctuality - Teacher candidate is always present and on time to work/school, meetings, and events.	Teacher candidate is tardy to school or class more than twice in a semester; is absent without an excuse or permission; exceeds the number of allowable absences; and/or is tardy to or does not attend school meetings.	Teacher candidate is tardy to school/class no more than twice in a semester and/or only attends or is tardy to required meetings.	Teacher candidate is always present and on time to work/school, meetings, and events.	Teacher candidate is always present and on time to work/school, meetings, and events. Candidate also attends non-mandatory supporting activities or events, such as school dances or sporting events.
7. Dependability & Reliability -Teacher candidate demonstrates consistency in tasks and responsibilities; s/he is considered to be reliable and dependable by peers, professors, and mentor teachers.	Teacher candidate leaves tasks unfinished; s/he has developed a reputation of being unreliable.	Teacher candidate is inconsistent with completion of tasks and responsibilities.	Teacher candidate demonstrates consistency and follow-through in tasks and responsibilities; s/he is considered to be reliable and dependable by peers, professors, and mentor teachers.	Teacher candidate demonstrates consistency and follow-through in tasks and responsibilities; s/he is regarded as an example of reliability and dependability in all dealings with peers and the entire school community.
8. Interaction with Adults - Teacher candidate interacts positively and maintains appropriate and professional relationships with adults (includes parents, colleagues, etc.). [InTASC 10q]	Teacher candidate interacts in an unacceptable manner with adults; for example, s/he might use vulgar or inappropriate language in a professional setting, yell at or harass another adult, or have inappropriate physical contact with another adult.	Teacher candidate appears uncomfortable around parents, colleagues, etc. and interacts at a minimal level.	Teacher candidate interacts positively and maintains appropriate and professional relationships with adults (includes parents, colleagues etc.).	Teacher candidate interacts positively and maintains appropriate and professional relationships with adults (includes parents, colleagues, etc.). S/he seeks out opportunities to foster a positive and professional relationship with adults within the school community.

Rated Item(s)	1	2	3	4
	Unacceptable	Needs Development	Proficient	Exemplary
9. Collaboration - Teacher candidate works collaboratively with colleagues and is a valuable member to the team. S/he is cooperative and a team player who is willing to assist and accept responsibilities. [InTASC 10q]	Teacher candidate is unwilling to work with other candidates, mentor teacher(s), or school personnel. Or, s/he is aggressive toward other candidates.	Teacher candidate has difficulty working collaboratively. Issues of gossip, pettiness, or other poor team-member characteristics may be present. S/he inconsistently or may not carry his/her weight on collaborative projects/work.	Teacher candidate works well with other candidates, mentor(s), or school personnel. S/he is a responsible and cooperative team member. S/he carries his/her weight on collaborative projects/work.	Teacher candidate works well with other candidates and mentor(s). S/he is a responsible and cooperative team member and actively contributes to an atmosphere of collegiality. S/he initiates collaboration, carries his/her weight on collaborative projects/work, and is willing to take on a reasonable amount of responsibility to help the team accomplish its goals.
10. Organization & Preparedness - Teacher candidate organizes classroom to optimize learning and provides academically challenging learning environment. S/he is well-prepared for teaching. [InTASC 3p]	Teacher candidate does not have lessons planned prior to teaching. Or, candidate's organization of the lesson or classroom is chaotic in such a way that impedes student learning and/or leads to boredom.	Teacher candidate has lessons loosely planned. Structure of lesson, classroom management, and/or classroom organization may lead to a loss of instructional time or boredom. Candidate may not have all supplies needed for lesson.	Teacher candidate organizes classroom to optimize learning. S/he is well-prepared for teaching and always has lessons planned beforehand. S/he always has needed supplies for activities and instruction, and candidate plans for an academically challenging learning environment.	Teacher candidate organizes classroom to optimize learning. S/he is well-prepared for teaching and always has lessons planned beforehand. S/he always has needed supplies for activities and instruction, and organizes and implements lessons that ensure learning opportunities provide students with an academically challenging and engaging learning environment.

Rated Item(s)	1	2	3	4
	Unacceptable	Needs Development	Proficient	Exemplary
11. Teachability and Adaptability - Teacher candidate demonstrates a willingness to learn and/or grow professionally and has a commitment to improving his/her practice. S/he adapts to change and accepts constructive criticism and feedback well. [InTASC 9n; 10t]	Teacher candidate does not acknowledge or accept feedback from professors or mentor(s) and/or is rude upon receiving constructive criticism. And/or, s/he resists changes implemented by school administration or mentor and is unwilling to change/grow as a professional.	Teacher candidate has difficulty in receiving feedback from professors or mentor(s). And/or, s/he is not openly receptive of changes implemented by school administration or mentor.	Teacher candidate demonstrates a willingness to learn and/or grow professionally and has a commitment to improving his/her practice. S/he is open to consulting relevant literature and reflects upon his/her own practice. S/he adapts to change and accepts constructive criticism and feedback well.	Teacher candidate maintains a positive and teachable attitude that is contagious and impacts classmates and colleagues in a way that boosts morale. S/he consults relevant literature, reflects upon his/her own practice, and shares what he/she learns with peers and/or mentor. S/he accepts constructive criticism and feedback well, considers feedback thoughtfully and critically, and modifies practice with feedback in mind.
12. Content Knowledge - Teacher candidate stays current in field and understands potential biases within his/her content areas. S/he values critical thinking. [InTASC 4: 4o, 4p, 4q]	Teacher candidate uses outdated teaching materials or biased materials intentionally. S/he is uncompromising about his/her opinion about or selections/ choices of the content.	Teacher candidate uses outdated teaching materials or biased materials unintentionally, without questioning and/or expressing concern. S/he fails to appreciate that knowledge is dynamic and shows little evidence of critical thinking.	Teacher candidate is proficient in content knowledge, stays current in field and understands potential biases within his/her content area, expressed in the consistent selection of current and unbiased materials. S/he values critical thinking.	Teacher candidate stays current in field and understands potential biases within his/her content areas, demonstrated by intentional curriculum material selection and robust lessons that challenge students to think critically about the content. S/he values critical thinking, and is, thus, eclectic in practice.

Rated Item(s)	1	2	3	4
	Unacceptable	Needs Development	Proficient	Exemplary
13. Cultural Sensitivity - Teacher candidate shows respect for and an understanding of a student's or other person's diversity, including respect of differences in race, class, gender, ability, culture, religion, and sexuality. [InTASC 2m]	Teacher candidate discriminates against certain student(s); s/he makes racial/religious/other slur or demeaning joke(s); s/he does not work with a particular demographic of students.	Teacher candidate interacts more frequently with students who identify with or look/believe like s/he; or gender inequity might be present within the classroom (e.g., boys may be called on more than girls and vice versa).	Teacher candidate shows respect for and an understanding of a student's or other person's diversity, including respect of differences in race, class, gender, ability, culture, religion, and/or sexuality.	Teacher candidate creates an atmosphere that models and teaches students to appreciate and respect differences among people, including a respect for and understanding of differences in race, class, gender, ability, culture, religion, and/or sexuality.
14. Assessment - Teacher candidate uses assessments ethically, makes appropriate accommodations, and uses a variety of assessments with his/her students. [InTASC 6u]	Teacher candidate does not make necessary accommodations on assessments, or s/he uses unfair or unethical assessment practices.	Teacher candidate uses assessments that do not align exactly with the learning objectives, or uses inconsistent assessment practices, or does not use multiple assessment measures. S/he struggles with implementing approved accommodations for assessments. Candidate does not always follow school policies when reporting grades to students and parents.	Teacher candidate uses assessments ethically, makes appropriate accommodations, and uses a variety of assessments, including formative assessments, with his/her students. Candidate reports assessment results to students and parents/guardians based on school policy.	Teacher candidate uses assessments ethically, makes appropriate accommodations, uses a variety of assessments, including formative assessments, with his/her students, and follows school policies for reporting grades. Candidate also uses assessment results to help students set goals for their learning.
15. Fairness - Teacher candidate makes fair decisions based on data/evidence; s/he treats students fairly and equitably. [InTASC 6v]	Teacher candidate treats some student(s) unfairly based on stereotypes.	Teacher candidate treats all students equally without reference to available data/evidence; and/or does not provide equitable educational opportunities tailored to students' needs. Candidate assumes fair means equal.	Teacher candidate makes fair decisions based on data/evidence; s/he treats students fairly and equitably, providing equitable educational opportunities tailored to students' needs.	Teacher candidate makes fair decisions based on data/evidence; s/he treats students fairly and equitably, providing equitable educational opportunities tailored to students' needs. S/he is an advocate for equity and fairness within his/her school, encouraging colleagues and students to treat all students fairly.

Rated Item(s)	1	2	3	4
	Unacceptable	Needs Development	Proficient	Exemplary
16. Use of Technology - Teacher candidate understands and practices legal and ethical boundaries for technology. S/he uses technology to enhance student learning and communicates efficiently. Misuse of cell phone and/or social media is not an issue with the candidate. [InTASC 9o]	Teacher candidate uses technology in a way that violates school's policies; allows students to access non-lesson related websites; and/or teacher candidate hosts a social media forum that violates the school's policy.	Teacher candidate uses cell phone for calls or texting during instructional time or time with students.	Teacher candidate understands and observes legal and ethical boundaries for technology. S/he uses technology to enhance student learning and communicate efficiently. Misuse of cell phone and/or social media is not an issue with the candidate.	Teacher candidate understands and observes legal and ethical boundaries for technology. S/he uses technology to enhance student learning and communicate efficiently. Misuse of cell phone and/or social media is not an issue with the candidate. S/he maintains a professional and ethical demeanor in all technological platforms or all media s/he uses and teaches students and/or peers how to use technology safely and ethically.
17. Time management - Teacher candidate plans effectively, manages time well, submits work in a timely manner, and meets deadlines. [InTASC 7p]	Teacher candidate submits work late or not at all, or misses deadlines more than twice in a semester. Planned lessons are poorly executed, with significant instructional time lost and/or wasted.	Teacher candidate submits work late or misses a deadline no more than twice in a semester. Time management of lessons are weak at the start or end of lessons, with some instructional time lost getting the lesson started or with students ending early without clear instructions of how to use any extra time.	Teacher candidate plans effectively, manages time well, submits work in a timely manner, and meets deadlines. Lesson transitions are paced efficiently, with minimal to no loss of instructional time.	Teacher candidate plans effectively, manages time well, and is proactive in meeting deadlines by turning in work early. Lesson transitions are planned and paced efficiently, maximizing instructional time. S/he assists peers in organizing and managing time.

Rated Item(s)	1	2	3	4
	Unacceptable	Needs Development	Proficient	Exemplary
18. Self-Control - Teacher candidate displays composure and self-control and demonstrates the capacity to handle stress. [InTASC 9o]	Teacher candidate has an outburst of anger, walks out of the class/meeting/school in anger or frustration, or displays behaviors indicative of inability to handle stress.	Teacher candidate discusses frustration and stress in front of students or demeans students, mentor, school, university, or colleagues.	Teacher candidate displays composure and self-control and demonstrates the capacity to handle stress. S/he may discuss frustration or struggles with mentor.	Teacher candidate displays composure and self-control and demonstrates the capacity to handle stress in a productive manner, and may discuss frustration or struggles with mentor. S/he is quick to listen and look for a positive solution and does not react rashly. S/he assists peers in managing the stress that comes with teaching.
19. Professional Appearance - Teacher candidate dresses according to school policy and presents him/herself in a professional manner.	Teacher candidate violates the school dress code more than twice in a semester or after being reprimanded. S/he is unkempt, wears t-shirts or clothes that support inappropriate content for the school setting (e.g. messages of hate, drugs, sex, etc.).	Teacher candidate breaks school dress code policy no more than twice in a semester; for example, candidate may wear a skirt, dress, or shirt that is too short; wrinkled clothes; shoes not allowed in the policy.	Teacher candidate dresses according to school policy and presents him/herself in a professional manner.	Teacher candidate dresses according to school policy and presents him/herself in a professional manner, and is considered a role model for professional appearance and presentation of self.
20. Initiative - Teacher candidate displays initiative, creativity, and resourcefulness. S/he is intrinsically motivated. [InTASC 10r]	Teacher candidate is unable to get started on a task, even with support. S/he is unable to find a solution to a problem, even with support. Candidate appears to lack motivation.	Teacher candidate needs support in getting started on tasks. S/he appears to be extrinsically motivated.	Teacher candidate displays initiative, creativity, and resourcefulness. S/he is intrinsically motivated.	Teacher candidate displays initiative, creativity, and resourcefulness. S/he is intrinsically motivated, voluntarily assisting mentor teacher. Candidate helps peers think creatively and involves them in resolving issues and becoming more resourceful in finding solutions.

Rated Item(s)	1	2	3	4
	Unacceptable	Needs Development	Proficient	Exemplary
21. Professional Judgement - Teacher candidate demonstrates professional judgement and makes professional decisions consistently. [InTASC 9o]	Teacher candidate makes a questionable professional decision more than twice in a semester. S/he is unprofessional among classmates, teachers, and mentors.	Teacher candidate makes a questionable professional decision no more than twice in a semester.	Teacher candidate demonstrates professional judgement and makes professional decisions consistently.	Teacher candidate demonstrates professional judgement, makes professional decisions consistently, and is a role model for peers with regard to professional judgement; s/he may be sought out by others for wise counsel/guidance.
22. Passion for Teaching - Teacher candidate is committed, passionate, and enthusiastic with regard to teaching. [InTASC 10p]	Teacher candidate is apathetic toward teaching and his/her students.	Teacher candidate demonstrates passion or commitment to teaching, but may not exhibit both. Candidate may also lack enthusiasm for the profession.	Teacher candidate is committed, passionate, and enthusiastic with regard to teaching.	Teacher candidate is committed, passionate, and enthusiastic with regard to teaching. S/he exhibits the passion in such a way that is contagious to peers. Students and mentors comment on the passion and/or positive impact of the teacher candidate.
23. Commitment to School - Teacher candidate supports the school mission and vision, is dedicated to the employer/school, and understands and follows policies, procedures, and rules. [InTASC 10p]	The candidate openly complains and speaks negatively about the school and/or breaks a policy, procedure or rule more than twice in a semester.	The teacher candidate's commitment to the school's mission and vision is not evident; his/her actions are ambiguous and inconsistent. Candidate might break a minor policy, procedure or rule, but no more than twice in a semester.	Teacher candidate supports the school mission and vision, is loyal to the employer/school, and understands and follows policies, procedures, and rules.	Teacher candidate supports the school mission and vision; is loyal to the employer/school, and understands and follows policies, procedures, and rules. His/her commitment is seen in an outward display of enthusiasm for the school mission and students. For example, candidate might assist in fundraiser activities, community events, and activities to improve public relations.

Rated Item(s)	1	2	3	4
	Unacceptable	Needs Development	Proficient	Exemplary
24. Problem Solving Ability - Teacher candidate is an active problem solver. [InTASC 10t]	Teacher candidate exacerbates existing problems and/or does not contribute to solutions.	Teacher candidate has a tendency to overlook problem and/or avoid working toward a solution to problems when presented.	Teacher candidate is an active problem solver.	Teacher candidate is an active problem solver. S/he is known as a go-to person among peers for good ideas and solutions.

NOTE: InTASC standards were developed by CCSSO.

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Appendix B. Candidate Beliefs Self-Assessment Survey

Purpose

This self-assessment was designed for you to share your beliefs and ideas related to dispositions deemed essential for teaching.

Directions

Indicate to what extent you agree/disagree that each statement below reflects your beliefs and attitudes. Please consider each statement and answer honestly about what you believe. There is no passing or failing score.

Self-Assessment Survey

	1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree
1. I believe that educators should abide by professional codes of ethics for teaching at all times.					
2. I believe it is essential to interact with students in a positive and professional way.					
3. I believe that teachers should model professionalism in their attitudes and demeanor.					
4. I believe that communication between teacher and students, colleagues and parents should always be professional and effective.					
5. I believe teachers should hold high expectations for all students.					
6. I do NOT think it is very important to plan lessons that take into consideration students' backgrounds, interests, and learning styles.					
7. I believe teachers can overcome learning barriers created by differences in cultural experiences and academic ability.					
8. Being on time to school/work and school related events is a high priority to me.					
9. I do NOT believe it is very important for a teacher to attend all school related events or functions.					

	1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree
10. I let people know they can count on me to be reliable and dependable.					
11. I believe colleagues, parents, and other members of the school community should always be treated professionally.					
12. I value working in a team.					
13. It is very important to me to always be prepared for teaching and/or class.					
14. I am open to receiving constructive criticism.					
15. I believe teachers can bring potential bias to curriculum delivery, and thus it is important for me to be a critical thinker.					
16. I do NOT think teaching students to be critical thinkers is a high priority.					
17. I believe teachers should be sensitive to and value cultural differences among students.					
18. I think assessments should be administered exactly the same way to every student, regardless of differences among students.					
19. I believe using a variety of assessments when teaching is good practice.					
20. Assessment results can provide useful information for supporting students in future learning.					
21. To be fair to all students, I believe decisions about students should be based on evidence or data.					
22. I believe any social media account that I have should not contain inappropriate content.					
23. I think technology is an excellent way to engage students in learning.					
24. I believe as a teacher I should always use technology ethically and professionally.					

	1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree
25. I have a high value for always meeting deadlines.					
26. I react calmly in stressful situations.					
27. I have a high value for demonstrating self-control.					
28. I do NOT think it is important to dress professionally as a teacher.					
29. I think it is important to show initiative in getting things done.					
30. I think teachers should always demonstrate sound professional judgement.					
31. I believe teachers should be passionate about their work.					
32. It is important to be committed to the mission and vision of any K-12 school where I am placed or work.					
33. I believe a teacher should play an important role in finding solutions to problems faced in the school.					

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