

**Lessons Learned: Using Data to Improve Teacher Education Programs**  
**SUNY Panel Presentation**  
**SUNY Poster Session**

# **Teacher Candidate Dispositions**

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## Teacher Candidate Dispositions

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During the summer of 2001, the teacher candidate dispositions for the Professional Education Unit at Brockport were identified during Project Field Experience. Project Field Experience brought together college faculty, staff from field placement office, teacher educators, teacher education graduates, and current teacher candidates. There were several goals around field experiences and student teaching established for the outcomes for Project Field Experience. One of these outcomes was to develop a set of teacher candidate dispositions that would be field-tested during fall 2001 and that would be brought to the Professional Education Unit (PEU) for adoption as an integral part of the Unit's conceptual framework.

During the 2001-02 academic year, the teacher candidate dispositions were shared broadly with all constituents. Feedback was incorporated and the dispositions adopted by the PEU for inclusion in the conceptual framework are attached.

Initially, the teacher candidate dispositions were shared with teacher candidates in a variety of formats. They were reproduced in the Student Teacher Handbook. They were handed out in education classes and discussed. In the application for admission to the Childhood program, applicants were prompted to write an essay around dispositions. Candidates in the Childhood and Special Education Graduate Programs developed personal, professional development plans that included the dispositions.

As the Unit's assessment system evolved and used technology to collect and aggregate data, it was natural to move to collecting data on candidate dispositions through an on-line format. In fall 2005, the Unit began to have candidates do an on-line self-assessment of dispositions prior to student teaching. At the same time a Unit Global Assessment of Candidate Performance (GACP) was being developed and field-tested that included the dispositions that school-based teacher educators would use to assess the Unit's three themes in the conceptual framework.

The assessment goal was to obtain self-assessments, faculty, and supervisor ratings of these professional dispositions from both initial and advanced certification teacher candidates and their faculty and supervisors at three points in the program: 1. Program admission, 2. Prior to Culminating Experience, and 3. Upon Completion of Culminating Experience. The teacher candidate self-assessments and faculty ratings were completed online using the PEU Online Assessment of Professional Dispositions and Reflective Skills and the School Based Teacher Educator (SBTE) and College Supervisor (CS) ratings were completed online as a subsection of the GACP student teaching assessment. Roll-out began in fall 2005 with initial teacher certification student teachers. In spring 2006, teacher candidate self-assessment at program admission was added for the initial teacher certification candidates and faculty ratings were piloted using the initial teacher certification program. In fall 2006, advanced teacher certification candidate assessment was piloted at each program point for candidate, faculty, and supervisor assessments. In spring 2006, candidate self-assessments were done at mid-quarter for each placement, college supervisor ratings were done at the end of each placement, and the SBTEs completed the assessments at mid-quarter and at the end of the placement.

The data were used for admission application decision-making and in the development of new program curriculum. Further refinement of professional disposition expectations were discussed and defined and awareness and importance of the professional development of these dispositions were incorporated into program orientations.



## Teacher Candidate Dispositions

### 1. Positive Outlook (Optimism, Enthusiasm)

#### Present

- cheerful
- finds good in most situations
- able to praise others
- sees possibilities rather than obstacles
- laughs easily
  
- looks at the bright side
- responds to challenges
- sees crisis as opportunity

#### Absent

- not hopeful
- hypercritical
- easily daunted
- quick to blame
- negative remarks about self and others
- skepticism
- self centered

### 2. Intellectual Integrity (Honesty, Trustworthiness, Fair Mindedness)

#### Present

- takes pride in his/her work
- does the “extras”
  
- gives credit where due
- careful thinkers
- values research
- admits limitations
  
- not afraid to change mind
- realizes that truth is relative
- open to new ideas
- values others opinions

#### Absent

- plagiarism
- doesn't carry his/her own load
- sloppy/ incomplete work
- quick to judge
- stubborn in opinion
- does minimal amount of work
- rigid in thought
- misrepresents facts
- takes credit for others work
- talks too much

### 3. Respect (Consideration, Cultural Sensitivity, Empathy)

#### Present

- listens more than talks
- realizes own fallibility
- giving
  
- makes extra effort in situations
- genuinely cares
- eager to learn about others
- slow to judge
- thoughtful
- mannerly

#### Absent

- off color comments
- fails to listen
- demands to be center of attention
- uses stereotypical language
- self-centered, self-absorbed
- insensitive
- unaware of others
- judgmental
- opinionated
- disruptive

4. **Self – Awareness** (Sensitivity to Others)Present

- knows and accept strengths and weaknesses
- ability to think hypothetically
- able to reach high quality of reflection
- willingness to hear another viewpoint
- ability to accept criticism

Absent

- limited knowledge of strengths, weaknesses, and/or potential
- inability to problem solve
- offers excuses for events/ behaviors
- blames students

5. **Dedication** (Persistence, Flexibility, Generosity, Creativity, Patience)Present

- gives extra time
- cares about work
- generous with time, talents, and resources
- actively engaged in life
- does extra work
- willing to help others
- volunteers
- completes work on time
- self- starter
- takes risks

Absent

- skips commitments
- late assignments
- poor quality work
- limited perception
- quick to quit
- impatient with others
- works to letter of the law/ does the minimum
- doesn't adapt well to change

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**SUNY Brockport Professional Education Unit Teacher Candidate Self-Assessment  
of  
Professional Dispositions and Reflective Skills  
Prior to Student Teaching  
(NCATE 1, PEU-CF Theme II)**

The development of Professional Dispositions in teacher candidates is a key component in SUNY Brockport's teacher preparation programs. A successful teacher is dedicated, is respectful, displays intellectual integrity, has a positive outlook, and a high degree of self-awareness. You have finished your coursework and the required field experiences at a level of completeness that allows you to now do your student teaching. Congratulations!

The faculty of the Professional Educational Unit (PEU) at SUNY Brockport would like to know how you would rate yourself on these key professional dispositions prior to your student teaching experience. ***Your ratings are not in anyway connected to your grade in student teaching.*** This information will tell us something about how well we are helping teacher candidates develop their professional dispositions and reflective skills. It will also be a valuable exercise for you to reflect on your development as a teacher.

Below you will find the Self-Assessment of Professional Dispositions and Reflective Skills Questionnaire. You are asked to rate yourself on each of the five professional dispositions of the Unit's Conceptual Framework. The yellow rows demarcate and label a section for each disposition. Beneath the yellow row is a disposition descriptor section. There, you will find a description of behaviors that are evidence of the disposition. These descriptions appear in the Unit's Conceptual Framework. This descriptor section is then followed by two rows shaded in gray. These gray shaded areas are where you give your responses. The first gray area asks for your "Overall" rating of your demonstration of the disposition when you are working with children, their families, and other education professionals. In the second gray area, you are asked to explain your ratings. Type a concise explanation (i.e. 2 to 3 sentences).

The rating scale consists of four categories: Exemplary, Proficient, Developing, Beginning Professional. Ask yourself the following question, "*Overall, how often to I demonstrate the particular disposition when I am working with children, their families, and other education professionals?*". A rating of Exemplary means you demonstrate the disposition 90 to 100% of the time. Proficient means you demonstrate the disposition 75 to 89% of the time. Developing means you display the disposition 40 to 74% of the time and Beginning Professional means you display the disposition less than 40% of the time.

Please rate yourself on the following dispositions and write a concise explanation of your rating in the space provided below each rating. Do not use the disposition word in your explanation (ex. when you explain your rating of Respect, do not use the word "respect" in your explanation).

**SELF-ASSESSMENT OF PROFESSIONAL DISPOSITIONS  
PRIOR TO STUDENT TEACHING**

**I. A POSITIVE OUTLOOK**

A positive outlook means you are optimistic and enthusiastic. You display cheerfulness, you praise others, you find good in most situations, you see possibilities rather than obstacles, you respond to challenges, laugh easily, and see crisis as opportunity.

**Overall, how often do you demonstrate a Positive Outlook when you are working with children, their families, and other education professionals?**

**Exemplary**

90 to 100%  
of the time

**Proficient**

75 to 89%  
of the time

**Developing**

40 to 74%  
of the time

**Beginning Professional**

less than 40%  
of the time

**Explain your rating:**

**II. RESPECT**

To have respect means you are considerate of others, you display cultural sensitivity (i.e. you are sensitive to the needs of diverse learners), and you are empathetic. You genuinely care, listen more than you talk, and are eager to learn about others. You are thoughtful, polite, and slow to judge.

**Overall, how often do you demonstrate RESPECT when you are working with children, their families, and other education professionals?**

**Exemplary**

90 to 100%  
of the time

**Proficient**

75 to 89%  
of the time

**Developing**

40 to 74%  
of the time

**Beginning Professional**

less than 40%  
of the time

**Explain your rating:**

### III. INTELLECTUAL INTEGRITY

Intellectual integrity means you are honest, trustworthy, and fair-minded. You take pride in your work, do the “extras”, and give credit where it’s due. You are a careful thinker and value research. You value the opinions of others, are open to new ideas, realize that truth is relative (i.e. not always black and white), and are not afraid to change your mind.

**Overall, how often do you demonstrate INTELLECTUAL INTEGRITY when you are working with children, their families, and other education professionals?**

**Exemplary**

90 to 100%  
of the time

**Proficient**

75 to 89%  
of the time

**Developing**

40 to 74%  
of the time

**Beginning Professional**

less than 40%  
of the time

**Explain your rating:**

### IV. DEDICATION

Dedication means you are persistent, flexible, generous, creative, and patient. You care about your work and complete your work well and on time. You volunteer, are willing to help others, and are generous with time, talent, and resources. You are actively engaged in life, are a self-starter, and willing to take risks.

**Overall, how often do you demonstrate DEDICATION when you are working with children, their families, and other education professionals?**

**Exemplary**

90 to 100%  
of the time

**Proficient**

75 to 89%  
of the time

**Developing**

40 to 74%  
of the time

**Beginning Professional**

less than 40%  
of the time

**Explain your rating:**

## V. SELF-AWARENESS

Self-Awareness means you know your own strengths and weaknesses, are able to accept criticism, are willing to hear another viewpoint, and make an extra effort to improve. You can problem solve and accept responsibility for your actions (i.e. do not blame others or the students). You are able to critically think and reflect upon your effectiveness as a teacher.

**Overall, how often do you demonstrate SELF-AWARENESS when you are working with children, their families, and other education professionals?**

**Exemplary**

90 to 100%  
of the time

**Proficient**

75 to 89%  
of the time

**Developing**

40 to 74%  
of the time

**Beginning Professional**

less than 40%  
of the time

**Explain your rating:**

*Thank you for completing the survey!*

**SECTION II:** (from Global Assessment of Candidate Performance (GACP))  
**SYNTHESIS & SUMMARY OF TEACHER CANDIDATE PERFORMANCE.**

**A. PROFESSIONAL DISPOSITIONS**

*(NCATE Standard 1, PEU-CF theme II)*

Please use the following rubric to provide a synthesis and summary evaluation of the candidate's **PROFESSIONAL DISPOSITIONS**.

**U= Unacceptable:** displays less than 40% of the time

**D= Developing:** displays 40 to 74% of the time

**P= Proficient :** displays clear evidence 75-89% of the time

**E= Exemplary:** displays clear evidence 90 to 100% of the time, reserved for most outstanding

	<b>U</b> < 40%	<b>D</b> 40-74%	<b>P</b> 75-89%	<b>E</b> 90-100%
<b>A. PROFESSIONAL DISPOSITIONS</b>				
1. <b>A positive outlook:</b> Candidate demonstrates the traits for the work of a teacher on a daily basis: cheerfulness, praise of others, finding good in most situations, seeing possibilities rather than obstacles, responding to challenges, laughing easily, and seeing crisis as opportunity. Candidate demonstrates genuine enthusiasm and optimism .	○	○	○	○
2. <b>Intellectual integrity:</b> Candidate fosters trust among and between students, colleagues, SBTE teachers, and professors by maintaining a high level of reliability. Demonstrates sound moral character, is truthful, honest and sincere, is fair and just in all situations and with all students	○	○	○	○
3. <b>Respect:</b> Candidate is respectful to school staff and faculty; professors and colleagues, respectfully self advocates when necessary, takes the time and energy to show compassion and empathy for students, colleagues/classmates and SBTE/professors.	○	○	○	○
4. <b>Self-awareness:</b> Candidate demonstrates an appreciation for differences among people; has a strong ability to interact, work and be with people who have characteristics different from self; and continually seeks opportunities to learn more about others' perspectives; is open to considering the myriad of new attitudes, beliefs, ideas, and opinions that are encountered in the school environment.	○	○	○	○
5. <b>Dedication:</b> Candidate does not become frustrated easily but chooses to stick to a task until the task is done at a high level of competency; independently and continually uses, develops, and snares a wide range of personal and professional resources; consistently solves problems drawing on his or her own abilities and knowledge for their solutions.	○	○	○	○
6. Please give an <b>OVERALL</b> rating for the teacher candidate's Professional Dispositions.	○	○	○	○

# Teacher Candidate Self-Assessment of Professional Dispositions

SUNY Brockport's Assessment of Professional Dispositions:  
Self-Assessment by Teacher Candidates at Program Admission, Prior to Culminating Experience, and Program Completion

**THE FIVE PROFESSIONAL DISPOSITIONS:**

1. Dedication
2. Positive Outlook
3. Respect
4. Intellectual Integrity
5. Self-Awareness

Teaching candidates rated themselves on the 5 Unit Dispositions using a 4 pt. categorical scale to answer the question:

*"Overall, how often do you demonstrate a \_\_\_\_\_ when you are working with children, their families, and other education professionals?"*

- Beginning Professional (displaying the disposition 0 to 39% of the time)
- Developing (displaying the disposition 40 to 74% of the time)
- Proficient (displaying the disposition 75 to 89% of the time)
- Exemplary (displaying the disposition 90 to 100% of the time)

Figure 1: PEU Self-Assessment of Professional Dispositions and Reflective Skills:  
Program Admission Fall 2006  
n=217

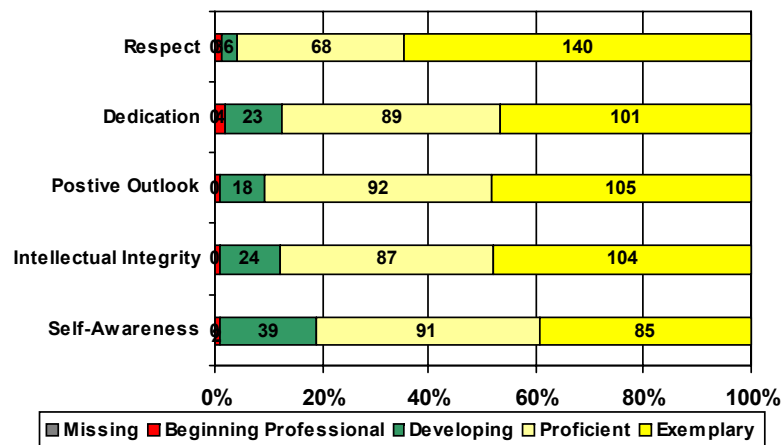


Figure 1: PEU Self-Assessment of Professional Dispositions and Reflective Skills:  
Prior to Culminating Experience Fall 2006  
n=209

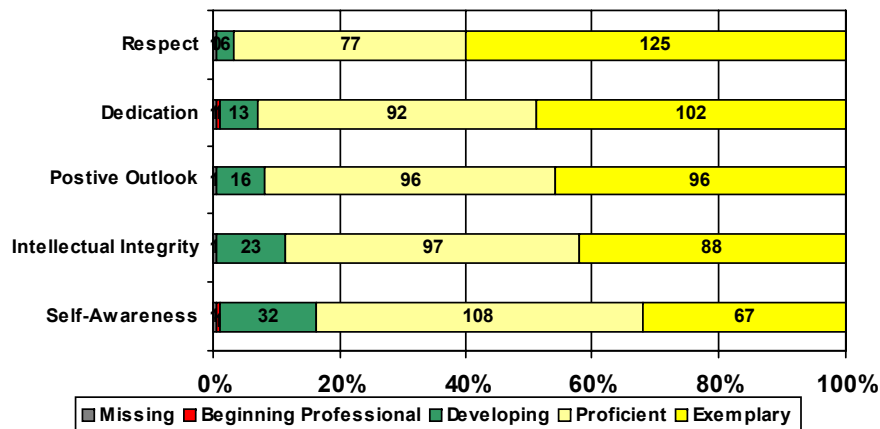
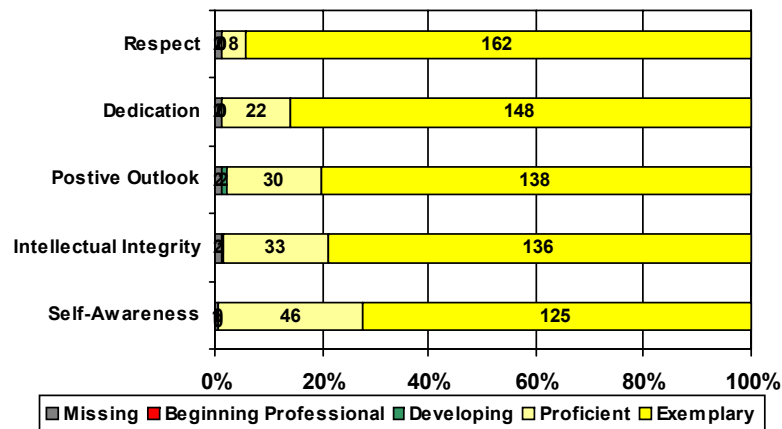


Figure 1: PEU Self-Assessment of Professional Dispositions and Reflective Skills:  
Program Completion Fall 2006  
n=172



# Assessment of Teacher Candidate Professional Dispositions by Faculty and School-Based Teacher Educator

## SUNY Brockport's Assessment of Professional Dispositions:

Assessment by Faculty in course at Program Admission, Faculty in course Prior to Culminating Experience, and School-Based Teacher Educator at Program Completion

### THE FIVE PROFESSIONAL DISPOSITIONS:

1. Dedication
2. Positive Outlook
3. Respect
4. Intellectual Integrity
5. Self-Awareness

Faculty and SBTEs rated teacher candidates on the 5 Unit Dispositions using a 4 pt. categorical scale to answer the question:

"Overall, how often does the teacher candidate demonstrate a \_\_\_\_\_ when you are working with children, their families, and other education professionals?"

Beginning Professional (displaying the disposition 0 to 39% of the time)

Developing (displaying the disposition 40 to 74% of the time)

Proficient (displaying the disposition 75 to 89% of the time)

Exemplary (displaying the disposition 90 to 100% of the time)

Figure 1: PEU Faculty-Assessment of Professional Dispositions and Reflective Skills:  
Program Admission Fall 2006  
n=159

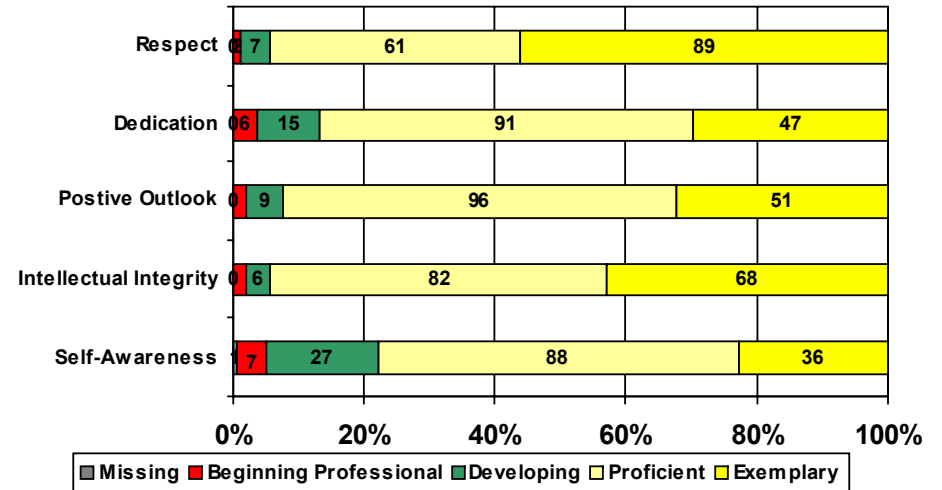


Figure 1: PEU Faculty-Assessment of Professional Dispositions and Reflective Skills:  
Prior to Culminating Experience Fall 2006  
n=46

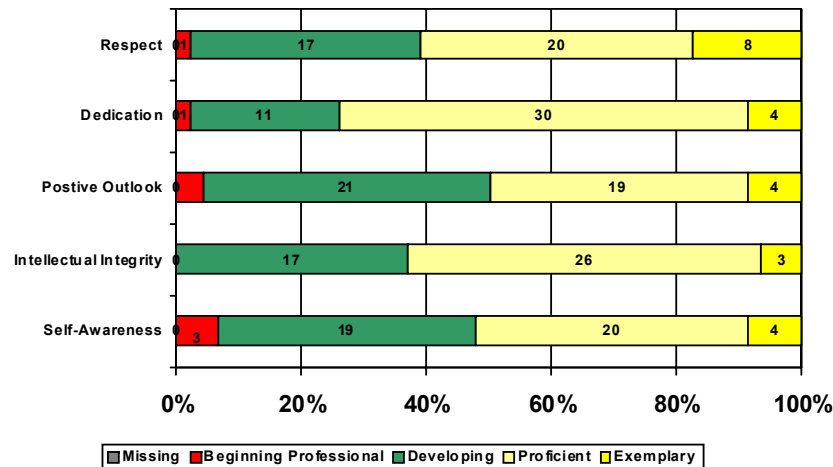


Figure 1: PEU SBTE of Professional Dispositions using GACP:  
Program Completion Fall 2006  
n=235

