

**DISPOSITION ASSESSMENT DOCUMENT**  
**The Catholic University of America (CUA)**



**Department of Education**  
**Teacher Education Programs**

**Disposition survey for all Teacher Education candidates in the following programs:**

Early Childhood Education (UG)  
Elementary Education (UG)  
Secondary Education (UG, GTCP, Master's)  
Special Education (GTCP, Master's)

This form is administered at various points throughout each Teacher Education program, and the information provided by faculty and candidates is used for program improvement.

**\*Note:**

This document was created based on the following documents and standards:

- CUA Conceptual Framework
- INTASC standards
- Original CUA practicum and student teaching evaluation forms

This document has been edited using feedback from the professional community and reviewed by CUA's General Counsel.

## Introduction

It is very important for all educators and teacher education candidates to possess (1) in-depth content knowledge of the discipline they teach, (2) a thorough understanding of pedagogical content knowledge so that they can teach the content in an effective, clear, and challenging way integrating technology appropriately, and (3) professional knowledge to enable them to reflect upon the teaching-learning process and to consider the context in which this process is embedded. Besides these types of knowledge and skills, a candidate must also possess appropriate *dispositions* (attitudes, beliefs, and values) toward children and education, and display professional behaviors that characterize professional, effective, and successful educators.

The CUA Education faculty have identified in its Conceptual Framework dispositions that are essential for CUA Teacher Education candidates and graduates to possess. As a program requirement, CUA Teacher Education candidates must, at a minimum, meet or exceed all disposition expectations to be accepted into the program and then to move to the subsequent transition point(s) in their program and to graduate. CUA's reflective practitioners critically examine their own actions and the context of these actions for the purpose of a more deliberative mode of professional activity (Berlak and Berlak, 1981). CUA candidates become self-directed teachers who use professional knowledge to actively, persistently and carefully confront the moral dilemmas in education in order to improve their practice in a global and diverse world. CUA candidates need to have the *dispositions* identified by CUA's vision as core values and further identified as being service-oriented, patient, passionate about teaching, compassionate, open minded, accepting, caring, flexible, fair, motivated, motivating, moral/ethical, respectful, easily approachable, and willing to function as change agents in a diverse, globally changing, challenging, and interdependent world.

Disposition Assessment Forms are available at advising sessions and also in the Education Office (218 O'Boyle). All candidates receive a copy of this Disposition Assessment document upon acceptance into the TE program to be aware of the expectations throughout their course of study at CUA. Candidates must sign the form to indicate understanding and acceptance of terms and policies in the document. The dispositions identified in this document apply to the university setting, courses, practicum experiences, and the supervised student teaching experience and are assessed at different points during the Teacher Education program. Failure to demonstrate one or more of the dispositions may lead to an individualized plan for improvement and, in extreme cases, could lead to removal from the Teacher Education program. The list of dispositions in this document is not exhaustive. In some situations there could be other dispositions and professional dispositions that might be relevant to becoming a professional educator and thus need to be documented. Concerns in coursework or field-based experiences need to be identified early, and the dispositional concerns must be resolved as soon as possible. The information in this document is kept confidential, however, this information (without candidate name) will be available to accreditation visiting teams.

This form was designed to capture (1) outstanding attitudes towards the teaching-learning process as well as all stakeholders involved in this endeavor and (2) deficiencies in professional conduct that may prohibit one from being an effective educator. If a candidate obtains a few ratings that need improvement, a meeting will be held to discuss the deficiencies, and a remediation plan will be created to help the candidate meet all

requirements by a certain date. The candidate will be notified in writing about being granted a provisional semester to meet all requirements. In case of (1) a poor rating or (2) an unsuccessful provisional or probationary semester, admission to the following transition point is denied. If the candidate receives two forms with unresolved dispositional concerns, the candidate will obtain an unsatisfactory disposition evaluation and will not be admitted to the next transition point in his/her program of study. An appeal process is available to candidates in case admission to or continuation in a Teacher Education program is denied.

### Procedures

1. This form is to be filled out by (1) Teacher Education candidates (self-assessment), (2) Teacher Education faculty, (3) practicum coordinators, (3) student teaching supervisors, (4) advisors, (5) cooperating teachers, and (6) principals at milestones identified in the Unit Assessment System. However, if there is a situation that necessitates it, the form can be filled out any time.
2. For any dispositional area identified as deficient, please describe the context of this assessment in specific, observable terms (e.g., course number and name, date, where situation occurred, specifically what transpired, etc.) and relate it to the deficiency area(s) addressed.
3. The form needs to be signed by both the educator completing the form and the Teacher Education candidate to indicate their awareness, understanding, and participation in the completion of the instrument.
4. The form is to be submitted to the Director of Teacher Education. A copy of the completed document will be given to the Teacher Education candidate, her/his advisor, and the program coordinator.
5. The program coordinator and/or Director of Teacher Education will meet with the candidate within 2 weeks of receipt of the document to discuss the deficiency noted.
6. If it is determined that a dispositional deficiency exists, a remediation plan is written to which the candidate needs to agree. Besides extreme situations, the candidate will be granted a provisional semester at the end of which the candidate needs to resolve the deficiency. If the concerns are numerous and alarming, immediate removal from the Teacher Education program is an option.
7. A copy of the actions to be taken will be placed in the candidate's file. The candidate may also include a written explanation of the situation to attach to the other documents.
8. The program coordinator and/or Director of Teacher Education will monitor the student's dispositional progress. The Teacher Education Committee will determine at the end of the provisional or probationary semester whether adequate progress has been made by the candidate.
9. The same process will be followed if a candidate's dispositional deficiencies are cited for the second time. If weaknesses are cited for the third time, the candidate is advised to select another major outside of Teacher Education.

In addition to the scheduled performance-based assessments (PBA) included in CUA's UAS, unit faculty have the opportunity any time to express their concern about a Teacher Education candidate's low academic achievement (including knowledge, skills, and dispositions.) Letters need to be sent to the Director of Teacher Education detailing the deficiencies in knowledge, skills, and dispositions. These faculty concerns as well as other deficiencies determined by PBA assessments are used by the Teacher Education Committee to (1) put candidates on a probationary semester or (2) deny acceptance or continuation in CUA's Teacher Education programs. Once a decision for a denial or dismissal is made, a candidate has the right to appeal the decision.

### Appeal Process

Once the candidate is informed that the Teacher Education Committee has made a decision to deny or dismiss her/him from the Teacher Education program, the candidate must complete a *Request for Appeal Form*\* and submit it to her/his advisor and the Chair of the Department of Education **within 7 days of notification**.

**Within 14 days of receiving the appeal**, the Chair of the Department of Education meets with the candidate to hear the special circumstances of the appeal. Before this meeting the Chair may request additional information from other faculty members that might be relevant to the case. The Chair may also ask the candidate's program coordinator and/or advisor to attend the meeting.

The Chair reviews the appeal and the submitted documentation and makes one of the following decisions **within a 7-day period** in the case of denials: (1) full admission with no provisions, 2) admission on a provisional status, and (3) denial of admission. In the case of dismissals, the Chair makes one of the following decisions **within a 7-day period**: (1) continuance in the program without conditions, 2) continuance in probationary status, and (3) dismissal from the program. The Chair will notify in writing the candidate, academic advisor, program coordinator, Director of Teacher Education and Assistant Dean for Undergraduate Programs in the School of Arts and Sciences of the decision and any conditions that apply.

If the candidate is placed on a provisional or probationary semester, by the end of the semester following the decision, the candidate must meet any condition(s) or other Department requirements that apply. If the decision is to deny acceptance to the program or dismiss the candidate from the program, the student will be referred to the Office of the Dean of Arts and Sciences for academic advising.

*\*Appeals must be written within one week of notification and may not be made orally. The form is included at the end of this document. A student may request an interview with the Assistant or Associate Dean in Arts & Sciences to discuss the academic situation prior to the written appeal.*

## CUA DISPOSITION CHECKLIST

**Candidate's Name:** \_\_\_\_\_

**Form Completed by:** \_\_\_\_\_

**Form Completer's Phone Number:** \_\_\_\_\_

**Form Completer's E-mail Address:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Candidate's Major/Program:**

- |  |   |
|--|---|
| <input type="checkbox"/> Undergraduate | <input type="checkbox"/> Early Childhood Education                |
| <input type="checkbox"/> GTCP          | <input type="checkbox"/> Elementary Education                     |
| <input type="checkbox"/> Master's      | <input type="checkbox"/> Secondary (specify specialty area) _____ |
|  | <input type="checkbox"/> Special Education                        |

**Form Completed by:**

- Candidate (Self-assessment)
- Advisor
- Teacher Education faculty
- Practicum coordinator
- Student teaching supervisor
- Cooperating Teacher
- Principal

**Type of field experience:**

- Observation
- Tutoring
- First practicum
- Second practicum
- Student teaching

Please rate the degree to which this CUA Teacher Education candidate possesses or displays dispositions in each applicable category on a scale of 1 to 3 (1=acquiring/lacking disposition, 2=meeting expectation, 3=exceeding expectation). Please use 3 for truly outstanding dispositions. You may also use N/A if the disposition was not observed or there were no opportunities for exhibiting a particular disposition.

Please mark to the left of the descriptor the specific dispositional deficiency(ies) with an X. In a narrative form please describe the professional behavior and/or dispositional deficiency(ies). You may want to include details on the (a) perceived barriers to the candidate's professional progress and (b) attributes that may help enhance the candidate's professional progress.

Specified Dispositions in Survey	Acquiring/ Lacks Disposition 1 point	Meets Disposition Expectation 2 points	Exceeds Disposition Expectation 3 points	N/A
<p><b>Personal Educational Beliefs</b> Understands the importance of a well-articulated personal educational philosophy. Committed to social justice and the service ministry of education including the holistic development of all students. Committed to serving the common good of the local, national and global community. Willing to experiment with new ideas and open to change. Believes that equitable learning opportunities for all students are at the heart of a democratic education environment.</p>				
<p><b>Diversity of Student Needs</b> Promotes intellectual, physical, emotional, and social development of all students through adapting instruction to meet their varying needs and abilities. Exhibits sensitivity, empathy, and respect for individual differences (e.g. class, gender, ethnicity, cultural and linguistic diversity, special needs, etc.). Expects all students to succeed, setting high expectations. Provides for multicultural and non-stereotyping experiences and learning.</p>				
<p><b>Stakeholders</b> Respectful of cultural, ethnic and economic diversity when working with stakeholders (e.g. students, peers, teachers, school staff, resource personnel, university personnel, and others). Values two-way communication between all stakeholders as a essential tool for educators.</p>				
<p><b>Collaborative Practice</b> Willingly assists others with a variety of school duties. Cooperates with and seeks out feedback from peers and supervisors. Values planning and sharing materials as a collegial activity. Communicates effectively in oral and written form with all stakeholders in a professional, friendly and respectful manner;</p>				
<p><b>Discipline Knowledge</b> Values the importance of the subject matter in the life of the learner. Seeks out opportunity to increase personal content knowledge. Actively works to integrate content knowledge in thematic units.</p>				
<p><b>Instructional Strategies</b> Demonstrates commitment to short- and long-term planning, reflection, assessment, and learning as on-going and reflective processes. Willing to use various instructional strategies to meet individual students' needs. Believes in the effectiveness of differentiated instruction. Strives for enhancing students' and own critical thinking and problem solving. Values wait time to encourage thinking and volunteering. Demonstrates commitment to maximizing opportunities for student response.</p>				

Specified Dispositions in Survey	Acquiring/ Lacks Disposition 1 point	Meets Disposition Expectation 2 points	Exceeds Disposition Expectation 3 points	N/A
<p><b>Classroom Structures</b> Demonstrates commitment to enhancing students' self-confidence, competence and intrinsic motivation. Takes responsibility for creating and maintaining a positive, safe, supportive, and aesthetically pleasant classroom. Is fair and consistent in handling student problems. Considers how stress impacts student learning. Actively involves all students. Willing to increase student responsibility and student decision-making in the classroom. Values role of compassion and conveys a sense of caring to students (verbal and non-verbal cues, smiling, use of student names, affirming tone of voice, etc.). Responds quickly and directly to student needs. Values both independent and team work. <b>Never leaves children unattended (ONLY early childhood).</b></p>				
<p><b>Assessment</b> Values the role of formal and informal assessment to improve instruction. Values ongoing assessment to identify student strengths and areas for improvement.</p>				
<p><b>Reflective Practitioner</b> Shows willingness to evaluate personal performance using CUA's reflective framework to improve practice. Considers multiple solution strategies to improve the teaching/learning process. Willing to analyze a situation from several perspectives. Believes that asking ethically-oriented questions (e.g. questions of worth, values, purpose and goals of education) improves classroom instruction. Values consideration of schools in their social context.</p>				
<p><b>Professional Educator</b> Shows desire to improve one's own teaching performance and professional conduct; Values life-long learning and professional development by participating in professional organizations and by being current with research. Demonstrates emotionally stable and mature state of mind (composure under stress). Adjusts to unexpected events and emergency situations. Reacts positively to suggestions and opportunities for improvement. Values students' privacy and confidentiality of information. Shows commitment to the responsible and ethical use of technology to increase student performance. Demonstrates a respect for professional habits (honesty, trustworthiness, punctuality, task completion, active participation, dress code, professional demeanor, self-confidence and poise, working beyond minimum expectation, seeking advice and reacting positively to feedback, self-initiative, dependability, integrity, caring, fairness, citizenship, initiative, enthusiasm. Follows professional ethical code of conduct and CUA's Code of Student Conduct (<a href="http://studentlife.cua.edu/handbook/">http://studentlife.cua.edu/handbook/</a>).</p>				





Dispositional concern	Remediation goals/objectives	Deadline

The teacher education candidate must meet the requirements by the deadline determined to the satisfaction of the faculty in order to be able to continue his/her studies in the Teacher Education Program.

By signing this form, the candidate and educator (faculty member, cooperating teacher, etc.) indicate that all parties were involved in the discussion of the dispositional concern and planned a particular course of activities to remediate the plan. The candidate must meet the requirements by the deadline determined in the document to be able to continue his/her studies in the Teacher Education program.

\_\_\_\_\_  
Candidate's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Educator's Signature

\_\_\_\_\_  
Date

### Request for Appeal Form

<b>Date of request submitted</b>	
<b>First name</b>	
<b>Last name</b>	
<b>Student ID #</b>	
<b>E-mail address</b>	
<b>Mailing address</b>	
<b>Major</b>	
<b>Expected date of graduation</b>	
<b>Academic difficulty appealed</b>	
<b>Semester in which difficulty is noted</b>	
<b>Explanation for appeal</b>	<p>Please provide a detailed explanation about the extenuating circumstances that prevented you from making satisfactory progress in your Teacher Education program. Be as specific as possible and provide supporting evidence by attaching documentation if possible.</p>

## APPEAL PROCESS TIMELINE

### Candidate Appeals Checklist

Name of Candidate: \_\_\_\_\_ ID # \_\_\_\_\_

Date: \_\_\_\_\_ Major \_\_\_\_\_

This checklist is used to document that the appeal process is conducted in a timely manner according to CUA's guidelines.

Appeal Action Sequence	Signature	Date
Candidate receives notification that s/he has not met the requirements to continue in the Teacher Education Program.	Candidate	
Candidate completes and submits <i>Request for Appeal Form</i> to her/his advisor and the Chair of the Department of Education <b>within 7 days of notification.</b>	Advisor Chair	
<b>Within 14 days of receiving the appeal,</b> the Chair of the Department of Education meets with the candidate to hear the special circumstances of the appeal.	Chair	
The Chair makes one of the following decisions <b>within a 7-day period</b> in the case of denials: (1) full admission with no provisions, 2) admission on a provisional status, and (3) denial of admission. In the case of dismissals, the Chair makes one of the following decisions <b>within a 7-day period:</b> (1) continuance in the program without conditions, 2) continuance in probationary status, and (3) dismissal from the program.	Chair	
The Chair will notify in writing the candidate, academic advisor, program coordinator, Director of Teacher Education and Assistant Dean for Undergraduate Programs in the School of Arts and Sciences of the decision and any conditions that apply.	Chair	

<b>Chair's Decision</b>		
<b>Decision</b>		<b>Date</b>
<b>Condition(s) to be met, additional requirement(s) to be fulfilled</b>		
<b>Deadline for meeting requirements</b>		
<b>Chair</b>	<b>Sign</b>	<b>Date</b>

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