

**Policies and Procedures for Assessing  
Teacher Candidate Dispositions at Old Dominion University**

- Interacts in a polite and respectful manner
- Communicates without intent to deceive
- Interacts appropriately in relation to cultural norms



15. Demonstrates effective decision-making and problem-solving skills
- Demonstrates judgment through making decisions about which actions are right and wrong
  - Uses credible and data-based sources
  - Generates effective/productive options to situations
  - Analyzes situations, comments, and interactions and makes appropriate adjustments that promote a positive learning environment
  - Responds appropriately to actions and reactions of others
  - Makes reasoned decisions with supporting evidence
  - Uses appropriate strategies to respond to emotional and emergency situations
  - Avoids engaging in illegal or unethical conduct involving minor children or other behavior which would be grounds for dismissal from a teaching position
  - Adapts to new or unexpected situation
  - Takes action to solve problems within the authority granted to the candidate
16. Displays excitement about teaching subject area
- Exhibits positive attitude toward the discipline and/or teaching profession
  - Completes assignments, duties, or tasks on time
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### **Candidate Understanding of Dispositional Expectations**

Candidates will be made aware of the dispositions and expectations regarding them upon being admitted to the teacher education program. Each candidate will self-assess herself/himself on each disposition and sign a disposition self-assessment and verification form indicating that they understand the dispositions that they are to demonstrate in all course work, field/clinical experiences and other activities associated with their becoming a licensed teacher or other support personnel. This form will be turned into Teacher Education Services (TES) and become part of her/his professional education file. For candidates in Other School Personnel Programs, program coordinators will forward copies of the dispositions self-assessment and verification forms to Teacher Education Services. The dispositions self-assessment and verification form is part of the application packet.

### **Procedures for Comprehensive and Systematic Assessment of Candidate Dispositions**

Candidates will be assessed on dispositions at three different assessment points prior to completing their program. At the time of admission to the Teacher Education Program (assessment point 1), candidates will be required to indicate by their signature that they have read and understand the disposition outcomes and policies and to self-assess herself/himself on each disposition. Each initial and advanced program will identify a point or points in the program prior to student teaching or a capstone experience (assessment point 2) when all candidates will self-assess on each disposition and the instructor(s) of the courses will assess the candidates on the disposition outcomes. Each initial and advanced program will identify a point or points during student teaching or the capstone experience (assessment point 3) when all candidates will be assessed on the disposition outcomes. The 3<sup>rd</sup> assessment point, when done during student teaching, will be incorporated within the Student Teaching Evaluation assessment. The results of disposition assessment at each assessment point will be entered into the *Professional as Educators* database.

### **Fairness and Equity in Assessing Candidate Dispositions**

Because all candidates must be assessed on all 16 dispositions prior to student teaching or program completion, it will be necessary for each program area to determine which courses prior to student teaching will assess all 16 dispositions. This will address the fairness and equitable treatment of all students required by NCATE. This does not mean that a faculty member cannot complete a Dispositional Feedback Form in a course they teach; rather, this is a method to ensure the fair and equitable application of assessing all 16



Old Dominion University  
Professional Education Dispositions Self-Assessment and Verification Form

**Candidate:** \_\_\_\_\_

**UIN:**

Old Dominion University  
Professional Education Dispositions Instructor Assessment

Instructor/Chair: \_\_\_\_\_  
*Please print*

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

Candidate: \_\_\_\_\_  
*Please print*

UIN: \_\_\_\_\_

*Please rate the consistency of the candidate's behavior in demonstrating each disposition by circling your rating on the following basis:*

- M Meets Standard:** \_\_\_\_\_ s disposition.
- I Needs Improvement:** \_\_\_\_\_
- U Unacceptable:** The candidate does not demonstrate this disposition.  
(If a disposition is rated unacceptable, a Dispositional Feedback Form must be submitted.)
- N Not able to Assess:** There is not an opportunity to assess the candidate on this disposition.

- M I U N 1. Attends functions when required (punctual)
- M I U N 2. Maintains a professional appearance
- M I U N 3. Solicits feedback from others
- M I U N 4. Adjusts behavior based on professional feedback
- M I U N 5. Communicates effectively orally (articulate, animated, few grammatical errors)
- M I U N 6. Communicates effectively in writing (clear organization of ideas, few misspelling and grammatical errors)
- M I U N 7. Demonstrates sensitivity
- M I U N 8. Participates with others in a collaborative manner
- M I U N 9. Treats others with respect
- M I U N 10. Provides information to all constituents in a professional and timely manner
- M I U N 11. Demonstrates a commitment to remain current in knowledge of subject area content
- M I U N 12. Demonstrates knowledge about teaching subject area
- M I U N 13. Participates in professional development activities that represent subject area  
either currently or in the near future
- M I U N 14. Enjoys working with diverse (i.e., special education, gifted, at-risk, minority, etc.) PreK-12 learners
- M I U N 15. Demonstrates effective decision-making and problem-solving skills
- M I U N 16. Displays excitement about teaching subject area

**Signatures:**

Candidate \_\_\_\_\_ (Indicates awareness not necessarily agreement)

Instructor/Chair \_\_\_\_\_





Teacher Candidate \_\_\_\_\_  
(Signature indicates awareness not necessarily agreement)

Instructor/Mentor \_\_\_\_\_  
Return form to: Teacher Education Services, Education 152

If the student is present, he/she is required to sign the form. If the student is at a distance, then the faculty member can sign the form that a discussion occurred to make the candidate aware of this action and the reason for it before submitting the Dispositional Feedback Form.

**Check Appropriate Statement: This dispositional feedback for further reference regardless of statement checked.**

\_\_\_\_\_ Deficiency addressed by faculty member. No Admission/Retention Committee action required.

\_\_\_\_\_ Admission/Retention Committee action required.

Please describe how the deficiency was addressed (Attach additional page(s) as needed).

**Disposition Remediation Plan**

Candidate \_\_\_\_\_

Faculty Member \_\_\_\_\_

Disposition being addressed by this plan:

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Evidence of progress in addressing this deficiency will be shown by

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To verify progress in addressing this deficiency, the appropriate individuals listed below may be contacted:

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Progress is expected to be observed initially within \_\_\_\_\_ days and will be monitored for a period of not less than \_\_\_\_\_.

Signed:

\_\_\_\_\_  
Candidate

\_\_\_\_\_  
UIN

\_\_\_\_\_  
Director of Teacher Education Services

\_\_\_\_\_  
Date