



## **Disposition Framework for SUNY Potsdam Childhood/Early Childhood Education**

Teacher education candidates will be assessed on their dispositions throughout their completion of the Childhood/Early Childhood Education program. Administration of the disposition checklist will occur at these points in the program and will include assessment of writing skills. Teacher candidates will also complete guided dispositional self-assessments several times during the program.

### **Administration of Dispositions takes place during the following:**

1. Pre-Block Coursework (EDLS 201, EDLS 207 & EDUC 303)
2. Block I (Throughout all method courses, rated by Block I Faculty & Mentor Teacher)
3. Block II (Throughout all method courses, rated by Block II Faculty & Mentor Teacher)
4. Student Teaching (All placements, rated by Supervisor & Sponsor Teachers)

### **Description:**

The rubric delineates six (6) broad dispositions in three categories— professionalism, teaching and learning, diversity and equity. Descriptors are provided. For each disposition, there are three (3) levels of performance –Target, Developing, and Unsatisfactory. The additional option "Unable to rate" is noted when the faculty/mentor teacher and/or supervisor is not able to observe the behavior. These descriptions offer measurable behaviors and examples. Candidates need not demonstrate all behaviors identified in a level of performance to be rated at that level.

### **Explanation of Ratings:**

- *Target:*  
The candidate's performance meets or exceeds expectations on a disposition, and the candidate demonstrates a good understanding and/or attributes of the disposition.
- *Developing:*  
The candidate's performance is below expectations but shows progress (occasionally meeting expectations) on a disposition, and the candidate is beginning to develop an understanding and/or attributes of the disposition.
- *Unsatisfactory:*  
The candidate's performance lacks adequate development on a disposition, and the candidate does not demonstrate an understanding and/or attributes of the disposition.

The performance levels in the rubric are designed to provide faculty and mentor teachers with an instrument to document candidates' progress and behaviors that are of concern. The "*Unsatisfactory*" option should only be used when a potential problem behavior is observed. When this level is selected, a dispositional report or Professional Development Plan (PDP) will be recorded in the candidate's file.

<b>Dispositions</b>	<b>Performance Indicators (Holistically evaluated) CAEP 1.1, 2.3, 3.3, 3.4</b>	<b>Unsatisfactory</b>	<b>Developing</b>	<b>Target</b>	<b>Unable to rate</b>
Works well with others in TASC 1, 3, 7, 8	Encourages others to share ideas Contributes to the task Understands and accepts consensus Makes resources available to aid group's task Values collaboration with others while working toward a shared goal; actively participates in small and large group settings				
Takes responsibility for one's own actions	Follows through on responsibilities/tasks Demonstrates initiative & enthusiasm for teaching Accepts, and acts on a in a timely manner, constructive suggestions. Demonstrates a deliberate effort toward improvement (initiative), including using reflective practice for self-improvement Demonstrates initiative & enthusiasm for teaching Reads and follows instructions and uses appropriate resources to complete tasks Avoids blaming others Comes prepared to class/to teach				
Fosters positive relationships	Models effective interpersonal behaviors/communication Respects others' ideas Provides positive reinforcement to others Seeks to solve problems Involved in after-school activities Realizes career begins prior to first teaching job				
Behaves in a professional manner In TASC 4,8,9,10 In TASC 3	Is punctual and reliable Maintains a professional appearance and grooming Respects students and staff Respects confidentiality Exhibits behavior of teacher, not friend, to students Serves as a positive adult role model Respects personal boundaries (e.g., intimacy) Understand that teaching by example must be constant Models effective and appropriate spoken and written English in keeping with expected standards including in use of email communications with campus and school faculty and staff, and in use of social media and other technologies Demonstrates a positive outlook and perseverance (sees setbacks as an opportunity to learn) Produces work that is complete, evident of appropriate planning, and submitted in a timely manner				
Maintains a high level of competence and integrity in one's practice	Seeks ways to update content knowledge and instructional strategies Prepares to teach through approved long and short-term planning Engages in ongoing self-reflection to improve one's teaching Seeks out constructive criticism Identifies strengths, needs, and updates skills thru professional development activities Espouses beliefs and views consistently Acts with honesty and integrity Organizes information/materials to facilitate success Maintains confidentiality and integrity Actively seeks out opportunities to grow professionally; demonstrating curiosity and willingness to learn Takes advantage of "teachable moments" Monitors and adjusts learning activities Tries unfamiliar techniques Responds positively to change and is, thus, open to new possibilities Encourages students/peers in taking risks				
Recognizes and respects one's own diversity and that of others In TASC 1, 2, 4, 5, 7, 8	Uses instructional resources that reflect alternative points of view Uses instructional practices that respects/reflects diversity among participants (lesson plans, texts) Fosters student appreciation for diversity in the classroom Responds positively to diverse opinions and lifestyles Demonstrates persistence in helping all students achieve success Provides a safe environment for all participants to express their identities and cultures Consistently engages in developing knowledge and understanding about diversity Stands up constructively to overt bullying and to micro-aggressions				

I have read this document and fully understand the dispositions expected of me as I move through the Teacher Education Program at SUNY Potsdam.

\_\_\_\_\_  
**Student Signature**

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

Following the completion of the evaluation, the evaluator is to sign this form. Signature indicates a student in need of remediation has been consulted.

\_\_\_\_\_  
**Evaluator's Signature**

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

I have seen this document after it was completed and signed by the evaluator for the given level in the Teacher Education Program at SUNY Potsdam.

\_\_\_\_\_  
**Student Signature**

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