

Level I & II Evaluations

Dispositions are assessed throughout the teacher preparation program at Dakota State University. The Dispositions Survey is used as a means of obtaining data from teacher candidates via self-report as well as obtaining dispositional information from those that supervised fieldwork placements at Level I (Pre-Admission Practicum) and Level II (early methods block field experiences).

The Level I and II Field Experience Evaluation Form is offered as evidence in support of meeting Standard 1.1 Content and Pedagogical Knowledge, Standard 2.3, Clinical Partnerships and Practice, Standard 3.3, Candidate Quality, Recruitment, and Selectivity, and 5.1, Provider Quality Assurance and Continuous Improvement as well as the cross-cutting theme of diversity.

Early clinical experience opportunities provide teacher candidates with invaluable hands-on time in the classroom working with students and mentor teachers as they gain pedagogical content knowledge and skills during their coursework. Students at DSU participate in their Level I field experience during a practicum opportunity as a part of EDFN or SEED 295. Level II Field experiences are embedded into coursework once students are admitted into the DSU College of Education, allowing teacher candidates to apply immediately or observe teaching methods discussed during class.

Because teacher candidates are at the very beginning of their program, cooperating teachers evaluate students in dispositions only. Cooperating teachers are asked to provide constructive feedback for any rating below proficient to provide the candidate and College of Education-specific information to improve teacher candidate performance. Any time a candidate is rated at a basic or below basic level the associate dean tracks the progress of that candidate more frequently, and often collaborates with faculty to ensure that the candidate is showing improvement in the area of concern.

Level I and II Dispositional Data

Level I and II data from the three most recently completed academic years are displayed in the tables below. The tables are broken down into specific items for easy comparison. Cooperating teachers fill out the evaluation form at the approximate midpoint of the field experience and at the end. University supervisors provide feedback to teacher candidates, in order to improve the field experience opportunity for both teacher candidates and clinical faculty (cooperating teachers).

All dispositions items are rated on a rubric using the descriptors of Below Basic (0), Basic (1), Proficient (2) and Distinguished (3), although each disposition is accompanied by additional detail; that includes descriptive statements for each level.

Level I and II Student Evaluation Form Rating Scale			
Below Basic (0)	Basic (1)	Proficient (2)	Distinguished (3)
<ul style="list-style-type: none"> • The teacher candidate does not appear to understand the requirements and makes little or no attempt to respond. 	<ul style="list-style-type: none"> • The teacher candidate appears to understand the requirements but the response is incomplete and or incorrect in some way. 	<ul style="list-style-type: none"> • The teacher candidate clearly understands the concepts underlying the component and implements it well. 	<ul style="list-style-type: none"> • The teacher candidate at this level produces exemplary work.

The following tables display data for each of the eight statements on the Dispositions Survey. Both the number of responses at each level (Below Basic, Basic, Proficient and Distinguished) is reported (N), as well as the percentage of respondents at each level (%). All data were obtained from the clinical faculty member supervising the teacher candidate in each placement.

Disposition 1: Was punctual and regular in attendance, or made appropriate arrangements for tardiness and/or absences (reliable, responsibility)

Fieldwork Placement Level and Academic Year		0 Below Basic		1 Basic		2 Proficient		3 Distinguished		Not Observed	
		N	%	N	%	N	&	N	%	N	%
Level I	2012-2013	0	0.00%	0	0.00%	13	33.33%	26	66.67%	0	0.00%
	2013-2014	0	0.00%	1	4.00%	7	28.00%	17	68.00%	0	0.00%
	2014-2015	0	0.00%	0	0.00%	5	50.00%	5	50.00%	0	0.00%
Level II	2012-2013	0	0.00%	3	2.54%	35	29.66%	80	67.80%	0	0.00%
	2013-2014	0	0.00%	1	0.86%	36	31.03%	79	68.10%	0	0.00%
	2014-2015	0	0.00%	5	4.39%	25	21.93%	81	71.05%	3	2.63%
Totals		0	0.00%	10	2.37%	121	28.67%	288	68.25%	3	0.71%

Discussion: Professionalism includes being dedicated to the teaching profession. Teacher candidates show that dedication by being on time and in attendance during all required field experience hours. Just as practicing teachers must be present consistently to have an impact on student achievement, so should teacher candidates engaged in the field experience. InTASC Standard 10: Leadership and Collaboration asserts that a critical disposition of teacher candidates is to take the initiative to grow and develop with colleagues through interactions that enhance practice and support student learning. By being present and on time for field experiences, teacher candidates establish an important precedence during related to this critical disposition. As noted in the data table, 96.92% of teacher candidates have been rated as proficient or distinguished in this category over the past three years.

Disposition 2: Presented a professional appearance and demeanor (responsible, disciplined)

Fieldwork Placement Level and Academic Year		0 Below Basic		1 Basic		2 Proficient		3 Distinguished		Not Observed	
		N	%	N	%	N	&	N	%	N	%
Level I	2012-2013	0	0.00%	1	2.56%	12	30.77%	26	66.67%	0	0.00%
	2013-2014	0	0.00%	0	0.00%	9	36.00%	15	60.00%	1	4.00%
	2014-2015	0	0.00%	0	0.00%	8	80.00%	2	20.00%	0	0.00%
Level II	2012-2013	0	0.00%	1	0.85%	41	34.75%	76	64.41%	0	0.00%
	2013-2014	0	0.00%	2	1.72%	35	30.17%	79	68.10%	0	0.00%
	2014-2015	0	0.00%	1	0.88%	29	25.44%	83	72.81%	1	0.88%
Totals		0	0.00%	5	1.18%	134	31.75%	281	66.59%	2	0.47%

Discussion: Similar to being timely and present, teacher candidates show dedication to the profession by both dressing and behaving professionally in all classroom experience. Personal appearance and

creating a professional persona is emphasized throughout the program. Appearance includes grooming (hair, facial hair, bathing, body odor, etc.), dress appropriate for the teaching environment (classroom versus physical education), body piercings, tattoos, etc. A professional appearance is assumed to both enhance self-esteem on the part of the field student and communicate to others that the fieldwork student is a professional. Clinical faculty consistently rated the appearance and demeanor of fieldwork students as high.

Disposition 3: Displayed sensitivity to and acceptance of diverse backgrounds and abilities of others especially students (caring, patient, flexible, empathetic, open-minded, compassionate, accepting of others)

Fieldwork Placement Level and Academic Year		0 Below Basic		1 Basic		2 Proficient		3 Distinguished		Not Observed	
		N	%	N	%	N	&	N	%	N	%
Level I	2012-2013	0	0.00%	0	0.00%	9	23.08%	27	69.23%	3	7.69%
	2013-2014	0	0.00%	0	0.00%	7	28.00%	16	64.00%	2	8.00%
	2014-2015	0	0.00%	0	0.00%	8	80.00%	1	10.00%	1	10.00%
Level II	2012-2013	0	0.00%	0	0.00%	47	39.83%	69	58.47%	2	1.69%
	2013-2014	0	0.00%	0	0.00%	40	34.48%	76	65.52%	0	0.00%
	2014-2015	0	0.00%	7	6.14%	23	20.18%	73	64.04%	11	9.65%
Totals		0	0	7	1.66%	134	31.75%	262	62.09%	19	4.50%

Discussion: It is important that teachers believe that all students are capable of meeting high standards. InTASC Standard 2 highlights the critical dispositions of respecting learners as individuals with differing backgrounds (economic, cultural, etc.), skills, abilities, perspectives, and interests. It also emphasizes valuing diverse languages and dialects and integrating them into his/her instructional practice. By consistently displaying sensitivity and acceptance of students with diverse backgrounds, teacher candidates demonstrate that they acquired this professional disposition. Over the last three years, 93.84% of Level I and II field experience participants have been rated as proficient or distinguished in this area.

Disposition 4: Displayed ethical behaviors in accordance with the SD Code of Ethics for Teachers (integrity, responsibility)

Fieldwork Placement Level and Academic Year		0 Below Basic		1 Basic		2 Proficient		3 Distinguished		Not Observed	
		N	%	N	%	N	&	N	%	N	%
Level I	2012-2013	0	0.00%	0	0.00%	11	28.21%	27	69.23%	1	2.56%
	2013-2014	0	0.00%	0	0.00%	4	16.00%	15	60.00%	6	24.00%
	2014-2015	0	0.00%	0	0.00%	8	80.00%	2	20.00%	0	0.00%
Level II	2012-2013	0	0.00%	0	0.00%	48	40.68%	69	58.47%	1	0.85%
	2013-2014	0	0.00%	1	0.86%	33	28.45%	72	62.07%	10	8.62%
	2014-2015	0	0.00%	2	1.75%	34	29.82%	64	56.14%	14	12.28%
Totals		0	0.00%	3	0.71%	138	32.70%	249	59.00%	32	7.58%

Discussion: A critical disposition outlined in InTASC Standard 10 is that the teacher candidate understands the expectations of the profession including the code of ethics, professional standards of practice, and relevant law and policy. Over the last three years, over 90% of teacher candidates were rated as proficient or distinguished in this category.

Disposition 5: Maintained confidentiality while working within the school community (integrity, responsibility)

Fieldwork Placement Level and Academic Year		0 Below Basic		1 Basic		2 Proficient		3 Distinguished		Not Observed	
		N	%	N	%	N	&	N	%	N	%
Level I	2012-2013	0	0.00%	0	0.00%	11	28.21%	25	64.10%	3	7.69%
	2013-2014	0	0.00%	0	0.00%	5	20.00%	15	60.00%	5	20.00%
	2014-2015	0	0.00%	0	0.00%	8	80.00%	2	20.00%	0	0.00%
Level II	2012-2013	0	0.00%	0	0.00%	47	39.83%	43	36.44%	28	23.73%
	2013-2014	0	0.00%	1	0.86%	38	32.76%	75	64.66%	2	1.72%
	2014-2015	0	0.00%	1	0.88%	34	29.82%	66	57.89%	13	11.40%
Totals		0	0.00%	2	0.47%	143	33.89%	226	53.55%	51	12.09%

Discussion: A major component of ethical practice is maintaining confidentiality. This item aligns with the critical dispositions that are outlined in InTASC Standard 10. Over the last three years, 87.44% of students were rated as proficient or distinguished in this category. There were a relatively high percentage of clinical educators (12.09%) that felt they did not have the opportunity to observe this disposition during the field experience. It could be postulated that no breach of confidentiality was observed or that the fieldwork student was not exposed to situations where this disposition came into play.

Disposition 6: Communicated effectively (oral and written, including grammar) (effective communicator, competent)

Fieldwork Placement Level and Academic Year		0 Below Basic		1 Basic		2 Proficient		3 Distinguished		Not Observed	
		N	%	N	%	N	&	N	%	N	%
Level I	2012-2013	0	0.00%	0	0.00%	12	30.77%	26	66.67%	1	2.56%
	2013-2014	0	0.00%	0	0.00%	5	20.00%	17	68.00%	3	12.00%
	2014-2015	0	0.00%	0	0.00%	8	80.00%	2	20.00%	0	0.00%
Level II	2012-2013	0	0.00%	1	0.85%	50	42.37%	67	56.78%	0	0.00%
	2013-2014	0	0.00%	5	4.31%	37	31.90%	74	63.79%	0	0.00%
	2014-2015	0	0.00%	3	2.63%	46	40.35%	60	52.63%	5	4.39%
Totals		0	0.00%	9	2.13%	158	37.44%	246	58.29%	9	2.13%

Discussion: By communicating effectively, teacher candidates are demonstrating the beginning stages of fostering respectful communication for all members of the learning community. Part of effective

communication is being a thoughtful and responsive listener and observer. These are critical dispositions outlined in InTASC Standard 3. Over the last three years, 95.73% of DSU teacher candidates have been rated as proficient or distinguished in this critical disposition.

Disposition 7: Demonstrated initiative to participate in classroom activities as appropriate for the field experience (disciplined, enthusiastic)

Fieldwork Placement Level and Academic Year		0 Below Basic		1 Basic		2 Proficient		3 Distinguished		Not Observed	
		N	%	N	%	N	&	N	%	N	%
Level I	2012-2013	0	0.00%	0	0.00%	11	28.21%	27	69.23%	1	2.56%
	2013-2014	0	0.00%	1	4.00%	7	28.00%	15	60.00%	2	8.00%
	2014-2015	0	0.00%	1	10.00%	5	50.00%	3	30.00%	1	10.00%
Level II	2012-2013	0	0.00%	0	0.00%	45	38.14%	73	61.86%	0	0.00%
	2013-2014	0	0.00%	1	1.72%	38	32.76%	75	64.66%	2	1.72%
	2014-2015	0	0.00%	5	4.39%	36	31.58%	68	59.65%	5	4.39%
Totals		0	0.00%	8	1.90%	142	33.65%	261	61.85%	11	2.61%

Discussion: When DSU faculty develop the expectations and tasks to be carried out during the field experience, they consider the opportunities teacher candidates will need to have in order to be a successful teacher. By demonstrating initiative to participate in classroom activities as outlined by the field experience expectations, teacher candidates are embracing the challenge of continuously improving their knowledge and practice as a future educator. They are also seeing themselves as a learner and using ongoing analysis and reflection to improve their planning and practice. These critical dispositions are outlined in InTASC Standards 9 and 10. Over the last three years, 95.5% of DSU teacher candidates have been rated as proficient or distinguished in this category.

Disposition 8: Responded appropriately to constructive feedback (open-minded, adaptable to change, cooperative)

Fieldwork Placement Level and Academic Year		0 Below Basic		1 Basic		2 Proficient		3 Distinguished		Not Observed	
		N	%	N	%	N	&	N	%	N	%
Level I	2012-2013	0	0.00%	0	0.00%	10	25.64%	22	56.41%	7	17.95%
	2013-2014	0	0.00%	0	0.00%	7	28.00%	15	60.00%	3	12.00%
	2014-2015	0	0.00%	0	0.00%	8	80.00%	1	10.00%	1	10.00%
Level II	2012-2013	0	0.00%	0	0.00%	44	37.29%	68	57.63%	6	5.08%
	2013-2014	0	0.00%	1	0.86%	33	28.45%	75	64.66%	7	6.03%
	2014-2015	0	0.00%	1	0.88%	28	24.56%	73	64.04%	12	10.53%
Totals		0	0.00%	2	0.47%	130	30.81%	254	60.19%	36	8.53%

Discussion: By responding to constructive feedback appropriately, DSU teacher candidates are displaying the critical disposition outlined in InTASC Standard 10. Responding to constructive feedback is an important piece of taking the initiative to grow and develop with colleagues through interactions

that enhance practice and support student learning. They are also taking responsibility for student learning and use ongoing analysis and reflection to improve planning and practice, as outlined in InTASC Standard 9. Over the last three years, 91% of DSU teacher candidates have been rated as proficient or distinguished in this category.

Summary

Level I data indicates that DSU teacher candidates are consistently rated as proficient or distinguished in dispositions required to be a successful educator prior to being enrolled in the College of Education. During the 2012-13 school year, 94.56% of teacher candidates were rated as proficient or distinguished while 0.32% were rated as basic. During the 2013-14 school year, 88% of teacher candidates were rated as distinguished or proficient, and 1% were rated basic. During the 2014-15 school year, 95% were rated as distinguished or proficient while 1.25% were rated as basic.

Level II data indicates that DSU teacher candidates are consistently rated as proficient or distinguished in dispositions required to be a successful educator when enrolled in early methods courses in the College of Education. During the 2012-13 school year, 95.55% of teacher candidates were rated as proficient or distinguished while 0.53% were rated as basic. During the 2013-14 school year, 96.44% of teacher candidates were rated as distinguished or proficient, and 1.4% were rated basic. During the 2014-15 school year, 90.24% were rated as distinguished or proficient while 2.74% were rated as basic.

CAEP Standard 1.1 emphasizes the importance of teacher candidates understanding the ten InTASC standards. Each of the ten InTASC standards highlights the critical dispositions necessary to meet the specific standard. By monitoring dispositions in early field experience opportunities, several critical dispositions outlined in the InTASC standards are met as outlined in the tables above.

CAEP Standard 2.3 highlights the importance of working with clinical partners to ensure that candidates demonstrate effectiveness in impacting students' learning and development using multiple performance-based assessments at key points within the program. The Level I and II evaluation tools provide evidence of teacher candidate's professional dispositions both prior to admittance and early on in the teacher education program.

CAEP Standard 3.3 outlines the importance of establishing and monitoring attributes and dispositions beyond academic ability that candidates must demonstrate at admission and during the program. By gathering dispositional data from clinical educators prior to admittance and early on in the teacher education program, the DSU College of Education can ensure that their teacher candidates both begin and continue to develop the critical dispositions held by effective educators.