**Disposition Survey**

Knowledge, skills and dispositions are widely regarded as precursors to success in the field of education. The important role that dispositions play in success as a teacher, as well as in other vocational pursuits, has been reinforced by recent research by Angela Duckworth and other investigators, particularly motivational attributes such as perseverance and hard work – factors referred to collectively as ‘grit’.

The faculty in the College of Education at Dakota State University assesses dispositions at a variety of points in a student’s program of study, and incorporate self-assessment by the student, as well as facilitating third-party input by clinical faculty in fieldwork placements. Data reflective of aggregated data by the student, their fieldwork supervisor and by university faculty are displayed in the tables that follow.

DSU utilizes a rubric incorporating a number of dispositions divided into three categories. The categories, and the respective dispositions included in each, are listed below:

**Interacting with Peers, Staff, Parents**

* Cooperation
* Reliability and responsibility
* Competency
* Effective communication
* Responsibility, flexibility, discipline, integrity and adaptability to change

**Interacting with Students**

* Open-mindedness, compassion, accepting of others, fairness, equity, cooperation, caring, patient, integrity, flexibility, creativity and empathy

**Intrapersonal**

* Competence
* Hard work, organization and creativity
* Life-long learning and enthusiasm
* Competence, integrity and reliability

All dispositions are rated on a rubric using the descriptors of Below Basic (0), Basic (1), Proficient (2) and Distinguished (3). The full Disposition Survey has been included as ‘evidence’ in supporting a number of standards. An example from the Dispositions Survey is provided here:

| **Example – The disposition of Cooperation when Interacting with Peers, Staff, Parents** |
| --- |
| **Below Basic (0)** | **Basic (1)** | **Proficient (2)** | **Distinguished (3)** |
| • putting forth a minimal effort and failing to do a fair share of the work. • attending group meetings sporadically or is absent.• showing little regard for other people or their ideas.• being a roadblock for getting a project completed.• not relating well with others.  | • doing a fair share of the work.• accepting responsibility.• attending group meetings.• accepting the ideas of others.• relating adequately with others and performing basic group responsibilities. | • contributing ideas and efforts to the group.• coming to meetings prepared and on time. • incorporating the ideas of others into the group's activities.• relating well to others and promoting group success. | • promoting group goals and contributing above and beyond expectations.• coming early to help facilitate group meetings and is well prepared. • encouraging the use of ideas from all.• doing everything possible to ensure success for the group.  |

Data from the three most recently completed academic years are displayed in the tables below. Students do a self-evaluation at three points during their program of study: as freshmen in their orientation to college life class (GS 100: The University Experience); as juniors in their level III fieldwork placements; and as seniors during their student teaching placement. Teacher candidates are also assessed by both their university supervisor and by their cooperating teacher (clinical faculty) in both the level III placement and during student teaching. Beginning in the 2014-2015 academic year, a fourth self-evaluation was integrated into the level I experience (the pre-admission practicum) placement.

The data for the 2012-2013 academic year suggests that program completers rate their competence progressively higher as they matriculate through the program. This is true in all three categories of dispositions. University supervisors also observed dispositional improvement from the level III experience to the completion of the student teaching placement. Cooperating teachers showed less variability in their ratings of disposition during the level III and student teaching experiences, although both exceeded the target of 2.0 (Proficient).

**2012-2013**

|  |  |  |  |
| --- | --- | --- | --- |
| **Self Evaluation** | **Interacting with Students** | **Interacting with Peers, Staff, Parents** | **Intrapersonal** |
| Freshmen (GS 100) (n=12) | 1.87 | 1.92 | 1.63 |
| Level III (n=60) | 2.56 | 2.63 | 2.39 |
| Student Teaching (n=65) | 2.62 | 2.67 | 2.50 |

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| --- | --- | --- | --- |
| **University Supervisor** | **Interacting with Students** | **Interacting with Peers, Staff, Parents** | **Intrapersonal** |
| Level III (n=50) | 2.18 | 2.13 | 2.09 |
| Student Teaching (n=49) | 2.43 | 2.41 | 2.38 |

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| --- | --- | --- | --- |
| **Cooperating Teacher** | **Interacting with Students** | **Interacting with Peers, Staff, Parents** | **Intrapersonal** |
| Level III (n=37) | 2.64 | 2.67 | 2.52 |
| Student Teaching (n=65) | 2.66 | 2.63 | 2.66 |

Data from the 2013-2014 academic year reflect a similar pattern related to the assessment of dispositions. Student self-evaluations and evaluations by university supervisors reflect improvement from the level III experience through completion of the student teaching experience. Little variance between the level III assessment and the student teaching assessment were evident in the scores submitted by cooperating teachers.

It is noted that data for the initial self-evaluation (GS 100) were not available for this cohort of program completers. Aggregated data by each evaluator for each category of dispositions met the target of 2.0 (Proficient).

**2013-2014**

|  |  |  |  |
| --- | --- | --- | --- |
| **Self Evaluation** | **Interacting with Students** | **Interacting with Peers, Staff, Parents** | **Intrapersonal** |
| Level III (n=47) | 2.55 | 2.66 | 2.40 |
| Student Teaching (n=50) | 2.80 | 2.90 | 2.76 |

**2013-2014**

(continued)

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| --- | --- | --- | --- |
| **University Supervisor** | **Interacting with Students** | **Interacting with Peers, Staff, Parents** | **Intrapersonal** |
| Level III (n=41) | 2.13 | 2.26 | 2.06 |
| Student Teaching (n=39) | 2.56 | 2.51 | 2.48 |

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| --- | --- | --- | --- |
| **Cooperating Teacher** | **Interacting with Students** | **Interacting with Peers, Staff, Parents** | **Intrapersonal** |
| Level III (n=32) | 2.68 | 2.66 | 2.53 |
| Student Teaching (n=20) | 2.55 | 2.63 | 2.55 |

Data from the most recent academic year, 2014-2015, incorporate an additional self-assessment that provides a longitudinal view of a candidate’s dispositional evolution. Assessment data for the freshman year (GS 100), the sophomore year (Level I: Pre-Admission Practicum), the level III fieldwork placement in the junior year, and an assessment during the capstone experience of student teaching show progressive improvement in all three dispositional categories. University supervisor ratings also reflect growth/improvement from the level III fieldwork placement to completion of student teaching. Cooperating teacher ratings remain consistent with ratings observed in previous years – little variation between the level III fieldwork placement and completion of student teaching. All scores by all evaluators meet the proficiency standard of 2.0 or higher.

**2014-2015**

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| --- | --- | --- | --- |
| **Self Evaluation** | **Interacting with Students** | **Interacting with Peers, Staff, Parents** | **Intrapersonal** |
| Freshmen (GS 100) (n=7) | 2.24 | 2.33 | 2.11 |
| Level I (n= 51) | 2.29 | 2.31 | 2.09 |
| Level III (n=32) | 2.47 | 2.59 | 2.38 |
| Student Teaching (n=36) | 2.59 | 2.75 | 2.60 |

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| --- | --- | --- | --- |
| **University Supervisor** | **Interacting with Students** | **Interacting with Peers, Staff, Parents** | **Intrapersonal** |
| Level III (n=30 ) | 2.42 | 2.40 | 2.30 |
| Student Teaching (n=38) | 2.45 | 2.58 | 2.41 |

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| --- | --- | --- | --- |
| **Cooperating Teacher** | **Interacting with Students** | **Interacting with Peers, Staff, Parents** | **Intrapersonal** |
| Level III (n=34) | 2.51 | 2.53 | 2.41 |
| Student Teaching (n=27) | 2.55 | 2.52 | 2.38 |