**Niagara Disposition Assessment**

Purdue University Northwest

School of Education and Counseling

Education Preparation Programs

Dispositions for Teaching have historically been defined as highly correlated with effective teaching. Including:

* Self-efficacy
* Reflective capability
* High expectations
* Ability to collaborate
* Ethic of caring
* Higher order thinking skills
* Sensitivity toward others
* Ability to effectively manage time

(Bruner, 1973; Delpit, 1995; Kohlberg, 1984; Langrall Thornton Jones & Malone, 1996; Noddings, 1992; Pultorak, 1996; Renyi, 1996; Ross 1988; Schon, 1987; Small, 2002; Xu, 2003; Abell, Bryan & Anderson, 1998; Burch, 1999; Herman, 1998; Kaminski, 2003; Asselin, 2004; Dentith & McCarry, 2003; Kohlmeier & O’Brien, 2004).

**Teacher candidates will:**

1. Demonstrate a strong commitment to high ethical standards and professionalism.
2. Demonstrate a desire to analyze concepts and clinical practices.
3. Demonstrate confidence to experiment with, evaluate, and initiate innovative practices and programs.
4. Demonstrate a commitment and desire for ongoing and lifelong learning through classroom research and practical application of best practices in their field.
5. Demonstrate a belief in and dedication to having high expectations for all learners.
6. Demonstrate a respect for diversity, including cultural and individual differences, by providing equitable learning opportunities for all and creativity in embracing differences as enrichment opportunities.
7. Demonstrate a commitment to collaborative efforts with all partners in the educational process including student, colleagues, family and community members to ensure optimal learning opportunities for all students

**Procedures for PNW’s Niagara Disposition Assessment (NDA)**

1. The NDA will be completed by Professors/Cooperating Teachers/Supervisors a minimum of four times throughout the program. Field Supervisors will discuss the completed assessments with the candidates as part of the following courses:

| **Early Childhood**  | **Elementary** | **Secondary Education** | **Special Education (Undergrad)** |
| --- | --- | --- | --- |
| * EDST 27000
* EDPS 27800
* EDCI 47000
* EDCI 49700
 | * EDPS 28500
* EDCI 35500
* EDCI 31600
* EDCI 49700
 | * EDPS 28500
* EDCI 35500
* EDCI 34X
* EDCI 49700
 | * All courses listed under Elementary plus
* EDPS 45000
 |

1. Field Supervisors will be provided with an electronic version of the disposition assessment to be completed by the end of the semester. During student teaching field supervisors and cooperating teachers will complete the disposition assessment at mid-term and at the end of the experience.
2. Ifthree or more dispositions aredesignatedas *Somewhat Disagree* or one or more dispositons are evaluated as *Disagree* the candidate will be referred to a student affairs hearing by the Field Placement Coordinator to develop a Dispositions Intervention Plan (DIP). This plan will be developed by the candidate and approved by the Student Affairs Committee.
3. A candidate who has not made satisfactory progress toward meeting the disposition outcomes (outlined on the DIP) will be required to meet and review the circumstances with the Field Placement Coordinator and/or Director of SOEC. Based upon this review, a decision will be made to allow or not allow the candidate to move forward in the program. The candidate may file an appeal if admission or continued progress is not permitted.

**Procedures for Disposition Intervention Plan**

1. The need for an intervention plan for a candidate’s dispositional concern(s) is determined ifthree or more dispositions aredesignatedas *Somewhat Disagree* or one or more dispositions are evaluated as *Disagree*. The candidate will be referred to a Student Affairs hearing to develop a Dispositions Intervention Plan.

1. A meeting is convened with candidate to discuss concern(s) with the Student Affairs Committee (including faculty representatives from a variety of program areas, Field Placement Coordinator, and Director of SOEC).
2. A Dispositions Intervention Plan is completed, with copies provided to candidate, field supervisors and/or other parties responsible (if appropriate). A copy of the plan is maintained in a designated location by the Field Placement Coordinator.
3. The Field Placement Coordinator will monitor the plan until the end of semester, at which point the status of the plan and its remediation will be determined as part of the continuous assessment (Strand) process. If the plan is not fully remediated, a determination by the Director will be made regarding candidate status and monitoring of a continuation of the plan.
4. Upon full remediation of the plan, the Field Placement Coordinator will record successful date of remediation and all documents related to the DIP in a secure location within the Office of Partnerships and Outreach.

**PURDUE UNIVERSITY NORTHWEST**

***School of Education and Counseling***

**Niagara Dispositions Assessment**

**Name of Candidate:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name of Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Semester:\_\_\_\_\_\_\_\_\_ Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**□ Faculty □ Cooperating Teacher □ University Supervisor**

Dispositions are operationally defined as tendencies or beliefs that are conveyed or made public through observable behaviors. Identify your choice by selecting the appropriate level. Complete the following inventory in accord with the following scale as a means to describe the manner in which each behavior has been exemplified. Please remember that students are graded with respect to their level of acceptable behavior or their deviation from it. A score of 3 is given to student for whom you have not observed any behaviors that would lead you to believe that their dispositions are anything other than acceptable. Scores that approach the score of 1 should be given to students whom exhibit less than acceptable behaviors and scores that approach a level 5 should be reserved for students who truly exhibit exceptional behaviors.

Strongly Disagree 1

Somewhat Disagree 2

No evidence to believe otherwise 3 = Default

Agree 4

Strongly Agree 5

**THEME I: Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it. The student:**

\_\_\_\_1. Maintains appropriate confidentiality

\_\_\_\_2. Demonstrates compliance with laws/regulations/policies/standards

\_\_\_\_3. Maintains professional appearance

\_\_\_\_4. Is prepared for class or appointments

\_\_\_\_5. Is punctual for class or appointments

\_\_\_\_6. Demonstrates honesty/academic integrity

**THEME II: Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger society. The student:**

\_\_\_\_7. Demonstrates high expectations for others

\_\_\_\_8. Demonstrates respect for the beliefs of others

\_\_\_\_9. Demonstrates and/or promotes effective collaboration skills (e.g., with colleagues, instructors, students)

\_\_\_\_10. Demonstrates respect for cultural differences

\_\_\_\_11. Demonstrates patience with and/or compassion for those experiencing difficulty in the learning process

\_\_\_\_12. Demonstrates flexibility during the learning process

**THEME III: Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession. The student:**

\_\_\_\_13. Demonstrates critical thinking in written or verbal form

\_\_\_\_14. Addresses issues of concern professionally (with instructors/colleagues/students)

\_\_\_\_15. Responds positively to constructive criticism

\_\_\_\_16. Takes responsibility for his or her learning by actively seeking out new information

\_\_\_\_17. Demonstrates personal progress through professional development to improve content and pedagogical knowledge

\_\_\_\_18. Demonstrates reflective practice in written or verbal form.

Comments:

**NOTE:** Ifthree or more dispositions aredesignatedas *Somewhat Disagree* or one or more dispositions are evaluated as *Disagree* the candidate will be referred to a Student Affairs hearing to develop a Dispositions Intervention Plan.

**Candidate Dispositions Intervention Plan** **(DIP)**

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Education Preparation Programs

Candidates in the Education Preparation Programs are expected to demonstrate effective teaching dispositions, as described in the Niagara Disposition Assessment and SOEC course syllabi. This signed document indicates that the candidate in collaboration with the Student Affairs Committee will develop a specific plan intended to remediate ineffective teaching dispositions.

|  |
| --- |
| **Candidate: Area for Intervention/Remediation:** |
| I will take the following actions to address this area for growth in my professional dispositions: |
| I will provide the following evidence of the impact of my actions on my professional dispositions:**Timeline for Plan:** |

**Signatures:**

| **Candidate:** |  |
| --- | --- |
| **SOEC Director:** |  |
| **Date (Origin)** | **Date (Plan Completion):** |

| **Plan is is not considered fully remediated on (date).** |
| --- |
| **Remediation Score (circle): "E" for Exceptional, "A" for Acceptable,** **"G" for Area for Growth, "R" for Remediation** |
| **Candidate Signature:** |
| **Field Placement Coordinator Signature:** |
| **SOEC Director Signature:** |