

Niagara Disposition Assessment

Chicago State University | College of Education

Historically teacher dispositions have been correlated with:

- 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).

To this end CSU COE teacher candidates will:

- A. Demonstrate a strong commitment to high ethical standards and professionalism.
- B. Demonstrate a desire to analyze concepts and clinical practices.
- C. Demonstrate confidence to experiment with, evaluate, and initiate innovative practices and programs.
- D. Demonstrate a commitment and desire for ongoing and lifelong learning through classroom research and practical application of best practices in their field.
- E. Demonstrate a belief in and dedication to having high expectations for all learners.
- F. 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.
- G. 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 CSU's Niagara Disposition Assessment (NDA)

1. Assessment Overview

Teacher candidates must complete the NDA as a self-assessment during admission to the College of Education and again at the conclusion of their student teaching experience. Candidates will be formally assessed using the NDA by professors, cooperating teachers, and/or university supervisors at least seven (7) times throughout the COE Education Preparation Program (EPP) and six (6) times for those completing a post-baccularate degree. Field supervisors will review these assessments with candidates in the following courses:

Early Childhood, Elementary, PE, PK-12, Secondary Education, Graduate SPED, and Principal Prep:

- **Early Childhood:**
 - ECH 2221
 - ECH 3222
 - ECH 4224/5224
 - ECH 4450/5225 (2x: Mid/Final)
- **Elementary Education:**
 - ED 3471 (Consider renumbering to a 2000-level course)/5471
 - ED 3472/5472
 - ED 4474/5474
 - ELED 4475/5475 (2x: Mid/Final)
- **PE**
 - PE 2800
 - PE 3040
 - PE 4540
 - PE 4750 (2x: Mid/Final)
- **PK-12/Secondary**
 - ED 3471
 - ED 4473
 - ED 4474
 - ART 4975 | BIO 4750 | CHEM 4750 | PHYS 4750 | ENG 3750 | BIO 4750 | HIST 4375 | MATH 4005 | MUSM 4076 | SPAN (3-6 variable credit hours|1+5f360) (2x: Mid/Final)
- **Grad Special Education (initial licensure)**
 - SED 5476
 - SED 5488
 - SED 5475 (2x: Mid/Final)
- **PK-12/Secondary (Post Bac)**
 - ED 5471
 - ED 5473
 - ED 5750 (2x: Mid/Final)

2. Clinical Experience Assessments

- Field supervisors will receive an electronic version of the NDA, to be completed by the end of the semester.
- During student teaching, field supervisors and cooperating teachers will jointly complete an NDA at mid-term and at the end of the candidate's student teaching experience.
- All assessments must be entered into **Tevera**.

3. Disposition Concerns and Remediation

- If a candidate receives:
 - Three or more dispositions marked **Somewhat Disagree**, or
 - One or more dispositions marked **Disagree**, they will be referred to the **Student Affairs Committee** by:

- The **Director of Clinical Partnerships and Community Outreach (CPCO)** if the concern is field-related, or
- The **Assistant Dean of Education** if the concern is course-related.
- The candidate must develop a **Disposition Empowerment Plan (DEP)**, which must be approved by the **Student Affairs Committee**.
- The committee consists of five (5) members:
 - One student peer
 - One external COE clinical partner (e.g., teacher, principal, or school personnel)
 - Two (2) COE faculty representatives
 - The CPCO Director or Assistant Dean of Education (as applicable), who serves as chair

4. Program Continuation and Appeals

- If the candidate does not make satisfactory progress toward their DEP goals, they must meet with:
 - The **CPCO Director** if the issue is clinical-related, or
 - The **Assistant Dean of College of Education** if the issue is course-related.
- A recommendation will then be made to:
 - The **Assistant Dean of the College of Education** (for clinical concerns), or
 - The **respective Department Chair** (for course-related concerns) on whether the candidate may continue in the program.
- If admission or continued progress is denied, the candidate may appeal to the **Dean of the College of Education**. The Dean's decision is final.

Procedures for Disposition Empowerment Plan

- 1) The need for an empowerment plan to remediate a candidate's dispositional concern(s) is determined if three or more dispositions are designated as *Somewhat Disagree* or one or more dispositions are evaluated as *Disagree*. The candidate will be referred to the Student Affairs Committee by the CPCO Director and asked to develop a Disposition Empowerment Plan which must be approved by the Student Affairs Committee in order for the candidate to continue in the program.

A meeting is convened with candidate to discuss concern(s) and the final DEP with the Student Affairs Committee.

- 2) An approved Dispositions Empowerment Plan, with copies provided to the candidate, field supervisors and/or other parties responsible (if appropriate) will be stored electronically in the COE EMS Tevera and/or SharePoint.
- 3) The CPCO Director will monitor the plan until the end of semester, at which point the status of the DEP and its remediation will be determined as part of the continuous assessment (Strand) process. If the plan is not fully remediated by the end of the semester, a determination by the Assistant Dean of the College of Education will be made regarding candidate status and his/her ability to continue in the EPP. The candidate may appeal this decision to the Dean of the College of Education. The Dean's decision is final.
- 4) Upon full successful remediation of the DEP, the CPCO Director will record the date of completion, and all documents related to the DEP will be electronically stored in Tevera and/or SharePoint.

NIAGARA DISPOSITIONS ASSESSMENT*

This assessment will be completed via Google Form Survey

Candidate: _____ Evaluator: _____

Program: _____

Course #: _____ Course Title: _____

Midterm Final

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 accordance 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 a student for whom you have not observed any behaviors that would lead you to believe that their dispositions are anything other than acceptable. A score that approaches the score of 1 should be given to students who exhibit less than acceptable behaviors and scores that approach a level 5 should be reserved for students who truly exhibit exceptional behaviors.

- Disagree 1
- Somewhat Disagree 2
- No evidence to believe otherwise 3
- Agree 4
- Strongly Agree 5

THEME I: 10: *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, families)
- ___ 10. Demonstrates respect for cultural difference
- ___ 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.

NOTE: If three or more dispositions are designated as *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 Disposition Empowerment Plan (DEP)

Chicago State University | College of Education | *Education Preparation Programs*

Candidates in the Education Preparation Programs are expected to demonstrate effective teaching dispositions, as described in the Niagara Disposition Assessment and COE Field Guides. This signed document indicates that the candidate with the approval of the Student Affairs Committee has developed 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:	
CPCO Director:	
Date (Origin)	Date (Plan Completion):

Plan is _____ is not ___ considered fully remediated on _____ (date).
Remediation Score (circle): "E" for Exceptional, "A" for Acceptable, or "G" More Growth Required:
Explanation for rating:
Candidate Signature:
CPCO Signature:
Assistant Dean of the College of Education Signature: