The University of Texas at Arlington
College of Education

Policy and Guidelines for the Assessment of Professional Dispositions

In accordance with state and national standards, educator preparation candidates at the University of Texas at Arlington are assessed on their knowledge, skills, and dispositions. Knowledge assessment occurs primarily through courses and is reflected in course grades and the candidate's grade point average (GPA). Skills are assessed through the candidate's classroom practice, particularly the clinical field experiences. Dispositions are assessed by the disposition assessment process described herein. According to the Council for the Accreditation of Educator Preparation (CAEP) and the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, dispositions are "the habits of professional action and moral commitments that underlie an educator's performance." Therefore, this process shall apply to candidates' dispositions as reflected in their performance in field experiences and related coursework.

All educator preparation candidates, faculty, and academic advisors will be provided with a copy of the Dispositions to be Assessed Form (D-1) and the Disposition Assessment Form (D-2). Candidates will be made aware of the professional dispositions for which they will be assessed each semester as well as when digressions occur. The purpose of assessing professional dispositions is to document candidates' growth as they matriculate through the educator preparation program. As well, documentation will occur for repeated digressions from professional dispositions that will constitute grounds for a decision regarding professional remediation or separation from the UTA educator preparation program.

PROCEDURES

The following statement should appear in the Undergraduate and Graduate College of Education (COEd) sections of the University Catalog, course syllabi, and in all other relevant documentation:

> *Each student/candidate in the College of Education of UT Arlington will be evaluated on Professional Dispositions by the faculty and staff in each professional education course per semester. These dispositions are identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as "unacceptable" in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education.*
> -approved by Teacher Education Council, 2.7.12

DISSEMINATING PROFESSIONAL DISPOSITIONS STATEMENT, GUIDELINES, AND INFORMATION

The following procedures will be used to educate and disseminate the COEd Professional Dispositions statement, guidelines, and information to all candidates/students:

a. The Dispositions Statement and Professional Dispositions Guidelines are listed in Undergraduate and Graduate COEd sections of the University Catalog and on the Undergraduate and Graduate portals of the COEd Website (www.uta.edu/coed).

b. At first point of contact in the COEd students/candidates are given the Professional Dispositions Statement and Professional Dispositions Guidelines as they appear in this document.

i.   High School Students – given during information sessions and in Teacher Academies

ii.   Undergraduate Students – given by Advising Office (COEd, COLA, COS, UTeach)

iii.   Transfer Students – given by Advising Office as above

iv.   Graduate Students – welcome letters sent by graduate advisors to on-campus and online students

c. After admitted, students/candidates are given the list of dispositions to agree to and sign. Students/candidates electronically 'agree' to and submit the Professional Dispositions Statement and Professional Dispositions Guidelines that appear in this document and submit. Students/candidates have to agree to dispositions guidelines before they can be accepted into a degree or certification program in the COEd. If they do not agree they cannot proceed into the program.

d. The Professional Dispositions Statement will be placed in appropriate program area Handbooks. The URL for accessing the Professional Dispositions Statement and Professional Dispositions Guidelines as they appear in this document will be placed in course syllabuses.

e. Students/candidates complete a Dispositions Education Module during the annual College of Education new candidate orientation and sign a form indicating completion of the module. This form also indicates students' understanding, acceptance and agreement to comply with the COEd Professional Dispositions Policy.

f. All students are again given the module within an early course taken in the program. Faculty of each program will identify this introductory course to include completion of this module.

g. Students/candidates will review the Dispositions Education Module in each course that includes a field experience component prior to beginning field experiences and/or clinical teaching.

DOCUMENTATION OF DISPOSITIONAL GROWTH – Teacher Education Candidates
Each semester, faculty and instructional staff will record candidate growth in meeting professional dispositions in each professional education course (e.g., methods, field experiences, professional content courses for educator/professional preparation; see **Appendix A** for professional dispositions). Candidate progress will be recorded in the Tk20 portfolio system using the professional disposition rubrics.

Applicable dispositions addressed or observed during that class will be recorded. For example, the disposition for Professional Demeanor may be relevant for every course and candidates may receive a score of 1 (does not meet), 2 (developing), 3 (meets). However, if a candidate is not engaged in a field experience for a particular course a "0" may be recorded (not applicable).

The scoring rubrics for to document professional dispositional growth are found in **Appendix B**.

Per semester, professional disposition data should be reviewed by program area faculty per course to determine if and how improvements can be made to ensure candidates are growing professionally. At least annually, each program area should review the overall professional disposition data for all candidates in the program to ensure that the program of study is effective in facilitating candidate professional disposition growth.

PROCEDURE FOR ADDRESSING DISPOSITION PROBLEMS

The Disposition Assessment Form (Form D-2, see **Appendix C**) may be used by all faculty, staff, and classroom teachers to bring a deficiency with regard to professional conduct digression to the attention of the Education Professions Council Special Cases Committee. At the conclusion of each semester, course instructors will be asked to submit a Form D-2 for any candidate who exhibits a digression with respect to the Texas Education Standards and InTASC dispositions listed in Form D-1. The completed form will be distributed to the candidate, the candidate's academic advisor, the candidate's program coordinator, the applicable department chair, the Office of Educational Field Experiences, and the COEd Certification Office (see **Appendix D**). The candidate's academic advisor will monitor each candidate's folder to ascertain if a D-2 form was issued to the candidate on more than one occasion or for more than one specific digression. (Note: separate D-2 forms completed by different individuals about the same or related digressions shall be counted as only a single form for the purposes of counting as described below.)

If a candidate receives D-2 forms for two separate digressions, the academic advisor will notify the appropriate department chair and program coordinator within 5 business days of the filing of the second form. The department chair or program coordinator will schedule a meeting with the candidate, the academic advisor, the course instructor/coordinator of the course in which a digression was observed, and with the individuals submitting the Form D-2s within 5 business days to discuss the specific concerns that need to be addressed. (If notification of the second form D-2 falls at the end of a term, the department head or program chair will schedule the meeting within 5 business days after the beginning of the next full term in which the candidate is enrolled). If the meeting determines that a dispositional issue does exist, a list of actions that the candidate agrees to follow will be prepared in memo form, and both the candidate and department chair or program coordinator will sign the agreed course of action to be taken. A copy of the Action Plan will be placed in the candidate's file and sent to the certification and field experience offices. The candidate also may submit any additional information that s/he wishes to include in the record.

If a candidate receives a D-2 form for a third separate digression, the academic advisor will notify the appropriate department chair and program coordinator within 5 business days of the filing of the form. The department chair or program coordinator will notify the candidate and the Dean of the College of Education and the Associate Dean for Educator Preparation within 7 business days of the third D-2 form. The Associate Dean for Educator Preparation will convene the Education Professions Council (EPC) Special Cases Committee within 7 business days of notification and will provide documentation regarding the three D-2 forms and the Action Plan. If notification of the third form D-2 falls at the end of a term, the department chair or program coordinator will schedule the meeting within 14 days after the beginning of the next full term in which the candidate is enrolled. The candidate will be asked to provide any information s/he wishes regarding the three D-2 forms in writing to the EPC Special Cases Committee. The Special Cases Committee shall meet to review the documentation provided and also meet with the candidate and his or her academic advisor. The Special Cases Committee shall provide one of three recommendations to the Dean of the College of Education within the 14-day period. The recommendations can be: continue in the program, removal from the program, or not enough evidence was provided to make a decision in which case the candidate continues in the program. Within 14 days of receiving the recommendation from the EPC Special Cases Committee, Dean of the College of Education shall make a decision on the case and notify all parties involved including the candidate, academic advisor, department chair, program coordinator, the Office of Educational Field Experiences, and the College of Education Certification Office.

The decision of the Dean of the College of Education is final.

EGREGIOUS VIOLATIONS OF DISPOSITIONAL STANDARDS

A candidate may be subject to expedited dismissal from the teacher education program for an egregious violation of the COED Dispositions Policy. Examples of possible egregious violations include, but are not limited to: engaging in illegal or unethical conduct involving minor children or conduct which would be grounds for dismissal from a teaching position, mishandling of private and confidential student information, and serious violations of the University of Texas at Arlington Honor Code and Code of Conduct.

The initial determination that an egregious violation has occurred shall be made by the Dean of the College of Education, after consultation with relevant stakeholders, including the University of Texas at Arlington Office of Student Conduct. The Dean of the College of Education will notify the candidate that s/he is suspended from the UTA College of Education, effective immediately. The Dean of the College of Education will then follow the procedure outlined above for convening the EPC Special Cases Committee within 5 business days to review the evidence and make a recommendation for action. Within an additional 5 business days of receiving the recommendation from the EPC Special Cases Committee, the Dean shall make a decision on the case and notify all parties involved including including the candidate, academic advisor, department chair, program coordinator, the Office of Educational Field Experiences, and the College of Education Certification Office.

The decision of the Dean of the College of Education is final.

COEd Dispositions Policy previously approved by the
- COEd Professional Dispositions Committee (4.18.12)
- C&I and ELPS departments (10.21.12)
- Teacher Education Council (2.19.13)
- UTeach Arlington Program (2.27.13)
- COEd Education Professions Council (2.7.17)
- COEd Education Professions Council (2.13.18)

Appendix A
The University of Texas at Arlington
College of Education
Dispositions to be Assessed
Form D-1

Category	Certification Programs	Non-Certification Programs
Receives and Acts Upon Professional Feedback (TAC Standards 6.A, 6.C; InTASC Standards 1, 2, 3, 5, 6, 7, 8, 9, 10) ● Reflects upon his/her teaching effectiveness and makes adjustments ● Committed to improving teaching performance ● Is flexible and adaptable to changing classroom situations and is responsive to constructive feedback and supervision	X	X
Communicates Effectively and Professionally (TAC Standards 1.A, 1.C, 3.A, 4.C, 4.D, 5.B, 6.C, 6.D; InTASC Standards 2, 3, 4, 5, 6, 8, 9, 10) ● Uses professional language ● Communicates effectively in oral and written communication with students, peers, teachers, university personnel, and others	X	X
Collaborates with Others in a Positive and Professional Manner (TAC Standards 4.A, 4.B, 4.C, 6.B; InTASC Standards 1, 3, 5, 6, 7, 8, 9, 10) ● Interacts with others in a positive and professional manner (students, peers, teachers, university personnel, and others) ● Is willing to work with other professionals to improve the overall learning environment for all students	X	X
Demonstrates Cultural Competence in Interactions and Communications (TAC Standards: 2.A, 4.A, 4.B, 4.C; InTASC Standards 1, 2, 3, 4, 5, 7, 8, 9, 10) ● Uses a variety of communication strategies and demonstrates that he/she values diverse languages and dialects ● Acts as a culturally responsive individual	X	X
Committed to Students and Their Learning (TAC Standards 1.D, 1.E, 1.F, 2.A, 4.B, 4.C, 4.D; InTASC Standards 3, 4, 9, 10) ● Demonstrates fairness and the belief that all students can learn ● Promotes student/learner self-determination ● Committed to student learning and has high expectations for all students	X	N/A
Demonstrates Professional Practices and Demeanor (TAC Standards 6.C, 6.D) ● Demonstrates a professional appearance and demeanor that includes socially appropriate content published in traditional and on social media	X	N/A

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Professional Dispositions Scoring Rubric for Non-Certification Programs

1.   Receives and Acts Upon Feedback

The candidate is committed to improving performance.			
Unacceptable	Acceptable	Target	N/A
The candidate demonstrates a lack of commitment to improving his/her own performance. Does not gather, analyze or use data to make informed decisions. Behaves in ways that reflect a belief that others should provide what is needed. Does not ask appropriate questions or take initiative to work toward achieving goals or solving dilemmas.	The candidate is beginning to analyze contexts and where to locate information for making educational decisions. May or may not ask questions of mentors. When feedback is obtained, attempts to take action.	The candidate analyzes contexts by appropriately seeking information to make decisions about practice and responds to constructive feedback. Seeks a variety of perspectives in exploring issues. Asks questions and takes action to achieve goals or solve dilemmas. Anticipates needs and assists others in obtaining resources. Participates in professional development.	Not Applicable or Not able to observe

2.   Communicates Effectively and Professionally

The candidate communicates effectively with students, peers, teachers, university personnel and others.			
Unacceptable	Acceptable	Target	N/A
The candidate communicates inappropriately or ineffectively with others.	The candidate expresses self regularly; uses language to articulate thoughts and ideas accurately; communication is appropriate; can convey ideas accurately; uses active listening in conversation; uses correct grammar in oral and written communication.	The candidate initiates effective oral and written communication; uses language or other modalities to articulate thoughts and ideas clearly.	Not Applicable or Not able to observe

3.   Collaborates with Others in an Effective Manner

The candidate collaborates with others in an effective manner (students, peers, teachers, university personnel, and others).			
Unacceptable	Acceptable	Target	N/A
The candidate is unwilling to collaborate or work with others.	The candidate demonstrates a positive attitude and interacts with others in an effective manner.	The candidate demonstrates a positive attitude and interactions; seeks and provides opportunities to interact with others in a professional manner.	Not Applicable or Not able to observe

4.   Demonstrates Cultural Competence in Interactions and Communications

The candidate acts as a culturally responsive individual.			
Unacceptable	Acceptable	Target	N/A
The candidate demonstrates a lack of knowledge or responds in an offensive manner in most situations. Candidate demonstrates difficulty valuing a wide range of ideas, opinions, and diverse perspectives.	The candidate is aware of the need to interact and respond to others equitably and demonstrates attempts to do so; encourages cultural sensitivity and perspectives; is aware of culturally responsive pedagogical practices (as applicable) and attempts to model them. Interacts with others in a polite and professional manner with those perceived as different from self.	The candidate is open to a wide range of ideas, opinions, and diverse perspectives, including those influenced by cultural background, age, ability, and learning needs. Looks for and responds to opportunities to enhance cross-cultural understandings; integrates students' individual differences into the classroom environment.	Not Applicable or Not able to observe

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Professional Dispositions Scoring Rubric for Certification Programs

1. Receives and Acts Upon Professional Feedback

The teacher candidate reflects upon his/her teaching effectiveness and makes adjustments based on feedback			
Unacceptable	Acceptable	Target	N/A
The candidate demonstrates an inability or unwillingness to reflect upon his/her teaching and make adjustments. Infrequently makes observations or asks questions about classroom dynamics; passes by opportunities to discuss teaching practice; demonstrates inadequate knowledge of subject and curriculum, and/or has few ideas to increase his/her knowledge; does not accept constructive feedback; Offers excuses and/or assigns blame for negative results to students, parents, colleagues, or supervisors.	The candidate makes occasional observations and asks questions about classroom dynamics; occasionally engages in thinking about and discussing teaching practice; demonstrates knowledge of subject and curriculum, but is less certain of ways to increase his/her knowledge; accepts constructive feedback and attempts to use it for improvement; May offer some excuses for negative results.	The candidate regularly makes observations and asks questions about classroom dynamics; engages in thinking about and discussing teaching practice; demonstrates knowledge of subject and curriculum and demonstrates an emerging knowledge of strategies to increase his/her knowledge; accepts constructive feedback and uses it for improvement; Is usually open-minded and positive when receiving feedback, acting upon suggestions and feedback.	Not Applicable or Not able to observe

2. Communicates Effectively and Professionally

The teacher candidate communicates professionally and effectively with students, peers, teachers, university personnel, and others.			
Unacceptable	Acceptable	Target	N/A
The candidate communicates inappropriately or ineffectively in school and other professional settings.	The candidate uses professional language in all school and professional settings. The candidate expresses self regularly; generally uses language to articulate thoughts and ideas accurately; communication is appropriate; can convey ideas accurately; uses active listening in conversation; uses correct grammar in communication.	The candidate models the use of professional language in all school and professional settings. The candidate initiates effective communication with students, peers, teachers, university personnel, and others; uses language or other modalities to articulate thoughts and ideas clearly. Uses innovative strategies to communicate with others (e.g., education blog, emails, class newsletter, videos). Involves P-12 students in communication activities.	Not Applicable or Not able to observe

3. Collaborates with Others in a Positive and Professional Manner

The teacher candidate collaborates with others in a positive and professional manner (students, peers, teachers, university personnel, and others).			
Unacceptable	Acceptable	Target	N/A
The candidate interacts with others in a negative and unprofessional manner. Fails to accept the ideas of others or contribute to group products or process.	The candidate demonstrates a positive attitude and interacts with others in a professional manner. Is accountable for and takes initiative in group responsibility and planning. Demonstrates respect for others and their ideas.	The candidate demonstrates a positive and respectful attitude and interacts with others in a positive and professional manner; provides innovative and creative activities and opportunities for increasing interactions with others in a positive and professional manner. The candidate takes initiative in providing and engaging in collaborative practices to improve the overall learning environment.	Not Applicable or Not able to observe

4. Demonstrates Cultural Competence in Interactions and Instruction

The teacher candidate acts as a culturally responsive individual.			
Unacceptable	Acceptable	Target	N/A
The candidate demonstrates a lack of knowledge or responds in an offensive manner in most situations. Candidate demonstrates difficulty valuing a wide range of ideas, opinions, and diverse perspectives. The candidate demonstrates a lack of value towards individuals who use diverse languages and dialects. AND/OR the candidate behaves in a manner that is discriminatory, intolerant, or close-minded.	The candidate is aware of the need to interact and respond to all students equitably and demonstrates attempts to do so; encourages cultural sensitivity and perspectives; is aware of culturally responsive pedagogical practices, and attempts to model them. Interacts with others in a polite and professional manner with those perceived as different from self.	The candidate is open to a wide range of ideas, opinions, and diverse perspectives, including those influenced by cultural background, age, ability, language, and learning needs. Looks for and responds to opportunities to enhance cross-cultural understandings; mitigates bias; and integrate students' individual differences into the classroom environment.	Not Applicable or Not able to observe

5. Committed to Students and Their Learning

The teacher candidate demonstrates fairness and the belief that all students can learn.			
Unacceptable	Acceptable	Target	N/A
The candidate perceives students as having deficits rather than assets; does not engage with students at all levels of student abilities; easily frustrated when students don't understand; focuses on higher level students only; does not seek to help students.	The candidate demonstrates fairness and belief that ALL students can learn. Recognizes the assets and resources that all students bring to the classroom; recognizes and engages all levels of student abilities.	The candidate demonstrates fairness and belief that ALL students can learn. Looks for and implements a variety of strategies to engage all levels of student abilities and interests: Persists with students to try to help them understand; encourages students at all levels; implements strategies evidenced to be more effective with all students.	Not Applicable or Not able to observe

6. Demonstrates Professional Practices and Demeanor

The teacher candidate demonstrates a professional appearance and demeanor that includes socially appropriate content published on social media.			
Unacceptable	Acceptable	Target	N/A
The candidate demonstrates an unprofessional appearance and demeanor in school and other professional settings or interactions. Dresses inappropriately and/or exhibits inappropriate and/or unprofessional behavior; uses verbal communication that does not foster interaction; Attendance, punctuality, and/or preparation is problematic; Does not respond promptly to electronic communications.	The candidate demonstrates an emerging professional appearance and demeanor in school and other professional settings or interactions. Mostly dresses appropriately and uses professional communication. Attendance, punctuality, and is generally prepared. Candidate mostly responds promptly to electronic communications.	The candidate demonstrates a professional appearance and demeanor in all school and other professional settings or interactions. Dresses and conducts self appropriately; communicates effectively with students and colleagues; meets scheduled time/hour commitment and is prepared; Responds promptly to electronic communications	Not Applicable or Not able to observe

The University of Texas at Arlington
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Disposition Assessment Form
Form D-2

This form is to be used by faculty, staff, or classroom teachers who observe an Education candidate's dispositional digression as related to his or her educator preparation program of study.

Please complete the entire form and submit it to the department or program area in which the candidate is enrolled after you have discussed it with the Education candidate.

Candidate Name _____ Date _____

Candidate UTA ID Number _____ Candidate TEA ID Number (if applicable) _____

Form Completed by _____

Check any category for which a dispositional deficiency was observed.

☐ Legal/Ethical Conduct*	☐ Attendance/Punctuality	☐ Professional Practices, Appearance, and Demeanor
☐ Safety/Responsible Conduct*	☐ Fairness/Lack of Bias	☐ Commitment to Students and their Learning
☐ Response to Professional Feedback	☐ Effective and Professional Communication	☐ Positive and Professional Collaboration
☐ Other, please specify:		

*For offenses in this category, please consult with the UTA Office of Student Conduct.

For any dispositional area identified as deficient above, please describe the context of this assessment in specific, observable terms (e.g., course number and name, where situation occurred, specifically what transpired, date) and relate it to the digression area(s) addressed.

Discussed on: _____

I have discussed the dispositional digression(s) that has(have) been observed. My signature below does not imply agreement, but indicates I am aware of the issue(s) and received an opportunity to present any opposing viewpoints.

_____
Student's Signature   Date

_____
Signature of Individual completing this form   Date

Appendix D
The University of Texas at Arlington
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Disposition Assessment Form Filing Checklist

This checklist is designed to facilitate the filing of the Disposition Assessment Form. Please send the disposition documents and materials to the the candidate, academic advisor, department chair, program coordinator, the Office of Educational Field Experiences, and the COEd Certification Office as stated in the Candidate Disposition Assessment Process. Also, please remember to discuss the dispositional digression with the candidate.

Candidate Name _____

First D-2 Form
- ☐ Candidate
- ☐ Candidate's Academic Advisor
- ☐ Program Coordinator
- ☐ Department Chair in which the teacher education program resides
- ☐ College of Education Office of Educational Field Experiences
- ☐ College of Education Certification Office

Second D-2 Form
- ☐ Candidate
- ☐ Candidate's Academic Advisor
- ☐ Program Coordinator
- ☐ Department Chair in which the teacher education program resides
- ☐ College of Education Office of Educational Field Experiences
- ☐ College of Education Certification Office

Third D-2 Form
- ☐ Candidate
- ☐ Candidate's Academic Advisor
- ☐ Program Coordinator
- ☐ Department Chair in which the teacher education program resides
- ☐ College of Education Office of Educational Field Experiences
- ☐ College of Education Certification Office
- ☐ College of Education Dean
- ☐ College of Education Associate Dean for Educator Preparation
- ☐ UTA Office of Student Conduct, Disability Services Office (as appropriate)