

**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 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 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. 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 on the Undergraduate and Graduate portals of the COEd Website ([www.uta.edu/coed](http://www.uta.edu/coed)).

- b. New COEd students/candidates are given the Professional Dispositions Statement and Professional Dispositions Guidelines information as they appear in this document.
- i. Undergraduate Students– link/information distributed by COEd Advising Office
  - ii. Graduate Students–link/information distributed via welcome letters, orientation, and/or attestation documents
- c. Students/candidates are given the list of dispositions to agree to and acknowledge. Students/candidates have to agree to dispositions guidelines before they can begin coursework for a degree or certification program in the COEd. If they do not agree they cannot proceed into the program.
- d. The URL for accessing the Professional Dispositions Statement and Professional Dispositions Guidelines as they appear in this document will be placed in course syllabuses.

#### **DOCUMENTATION OF DISPOSITIONAL GROWTH – Teacher Education Candidates**

Faculty and instructional staff will record candidate growth in meeting professional dispositions in pre-determined courses (see **Appendix A** for professional dispositions). Applicable dispositions addressed or observed during that course will be recorded. For example, the disposition for Professional Demeanor may be relevant for every pre-determined course and candidates may receive a score of 2 (unacceptable), 3 (acceptable), or 4 (target). However, if a candidate is not engaged in a field experience for a particular course a “1” may be recorded (N/A; not observed).

The scoring rubrics to document professional dispositional growth are found in **Appendices B and C**.

Per semester, professional disposition data should be reviewed by program area faculty per pre-determined 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 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 D**) may be used to bring a deficiency with regard to professional conduct digression. At any time during the semester, a faculty member, staff member, or member of the professional community may complete and submit a Disposition Assessment Form for any student/candidate who exhibits a digression with respect to the Texas Education Standards and InTASC dispositions listed in Form D-1. Following a discussion with the student/candidate, the individual filing the Disposition Assessment Form will send the completed form to the student/candidate and to the applicable department chair and email the form to [coedispositions@uta.edu](mailto:coedispositions@uta.edu). The administrative assistant for advising in the College of Education will route the form to the other individuals on the applicable list in Appendix E. The COEd Advising Office will monitor each student’s/candidate’s folder to ascertain if a D-2 form was issued to the student/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 incident shall be counted as only a single form for the purposes of counting as described below.)

If a student/candidate receives D-2 forms for two incidents, the COEd Advising Office 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 student/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 student/candidate is enrolled). If the meeting determines that a dispositional issue does exist, a list of actions that the student/candidate agrees to follow will be prepared in memo form, and both the student/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 student/candidate's file and sent to the certification and field experience offices. The student/candidate also may submit any additional information that s/he wishes to include in the record.

If a student/candidate receives a D-2 form for a third incident, the COEd Advising Office 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 student/candidate and the Dean of the College of Education and the Associate Dean for Academic Programs in the COEd within 7 business days of the third D-2 form. The Associate Dean for Academic Programs will convene the Education Professions Council (EPC) Special Cases Committee within 10 business days of notification (additional time may be allotted if committee members are unavailable) 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 student/candidate is enrolled. The student/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 student/candidate and his or her academic advisor (or designee). The Special Cases Committee shall provide one of three recommendations to the Dean of the College of Education within the 14-day period (additional time may be allotted for extenuating circumstances). 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 student/candidate continues in the program. Within 14 days of receiving the recommendation from the EPC Special Cases Committee (additional time may be allotted for extenuating circumstances), Dean of the College of Education shall make a decision on the case and notify all parties involved including the student/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 student/candidate may be subject to expedited dismissal from the 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, behavior deemed unacceptable for working with students in an educational setting, failure to improve/implement

feedback from a prior disposition digression, 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. For immediate issues, the Dean of the College of Education will notify the student/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 (additional time may be allotted for extenuating circumstances), the Dean shall make a decision on the case and notify all parties involved including including the student/candidate, academic advisor, department chair, program coordinator, associate dean, 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.

**Appendix A**  
The University of Texas at Arlington College of  
Education

**Dispositions to be Assessed**

Form D-1

Category	Programs Leading to Certification	Programs Not Leading to Certification
<p><b>Committed to Students and Their Learning</b> (TAC Standards 1.D, 1.E, 1.F, 2.A, 4.B, 4.C, 4.D; InTASC Standards 3, 4, 9, 10)</p> <ul style="list-style-type: none"> <li>● Demonstrates fairness and the belief that all students can learn</li> <li>● Promotes student/learner self-determination</li> <li>● Committed to student learning and has high expectations for all students</li> </ul>	<b>X</b>	<b>N/A</b>
<p><b>Receives and Acts Upon Professional Feedback</b> (TAC Standards 6.A, 6.C; InTASC Standards 1, 2, 3, 5, 6, 7, 8, 9, 10)</p> <ul style="list-style-type: none"> <li>● Reflects upon his/her teaching effectiveness and makes adjustments</li> <li>● Committed to improving teaching performance</li> <li>● Is flexible and adaptable to changing classroom situations and is responsive to constructive feedback and supervision</li> </ul>	<b>X</b>	<b>X</b>
<p><b>Demonstrates Professional Practices and Demeanor</b> (TAC Standards 6.C, 6.D)</p> <ul style="list-style-type: none"> <li>● Demonstrates a professional appearance and demeanor that includes socially appropriate content published in traditional and on social media</li> </ul>	<b>X</b>	<b>N/A</b>
<p><b>Communicates Effectively and Professionally</b> (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)</p> <ul style="list-style-type: none"> <li>● Uses professional language</li> <li>● Communicates effectively in oral and written communication with students, peers, teachers, university personnel, and others</li> </ul>	<b>X</b>	<b>X</b>
<p><b>Collaborates with Others in a Positive and Professional Manner</b> (TAC Standards 4.A, 4.B, 4.C, 6.B; InTASC Standards 1, 3, 5, 6, 7, 8, 9, 10)</p> <ul style="list-style-type: none"> <li>● Interacts with others in a positive and professional manner (students, peers, teachers, university personnel, and others)</li> <li>● Is willing to work with other professionals to improve the overall learning environment for all students</li> <li>● Meets scheduled time/hour commitment and is prepared</li> </ul>	<b>X</b>	<b>X</b>
<p><b>Demonstrates Cultural Competence in Interactions and Communications</b> (TAC Standards: 2.A, 4.A, 4.B, 4.C; InTASC Standards 1, 2, 3, 4, 5, 7, 8, 9, 10)</p> <ul style="list-style-type: none"> <li>● Uses a variety of communication strategies and demonstrates that he/she values diverse languages and dialects</li> <li>● Acts as a culturally responsive individual</li> </ul>	<b>X</b>	<b>X</b>

**Appendix B**  
The University of Texas at Arlington College of Education  
**Professional Dispositions Scoring Rubric for Non-Certification Programs**

**1. Receives and Acts Upon Feedback**

The student is committed to improving performance.			
Unacceptable	Acceptable	Target	N/A
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.	Is beginning to analyze contexts and where to locate information for making educational decision; may or may not ask questions of mentor; when feedback is obtained, attempts to take action.	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 resource; participates in professional development.	Not Applicable or not able to observe

**2. Communicates Effectively and Professionally**

The student communicates effectively with students, peers, teachers, university personnel and others.			
Unacceptable	Acceptable	Target	N/A
Communicates inappropriately or ineffectively with others.	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.	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 student collaborates with others in an effective manner (students, peers, teachers, university personnel, and others).			
Unacceptable	Acceptable	Target	N/A
Is unwilling to collaborate or work with others.	Demonstrates a positive attitude and interacts with others in an effective manner.	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 student acts as a culturally responsive individual.			
Unacceptable	Acceptable	Target	N/A
Demonstrates a lack of knowledge or responds in an offensive manner in most situations; demonstrates difficulty valuing a wide range of ideas, opinions, and diverse perspectives.	Is aware of 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 and attempts to model them; interacts with others in a polite and professional manner with those perceived as different from self.	Is open to a wide range of ideas, opinions, and diverse perspectives, including those influenced by cultural background, age, ability, and learning need; 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

**Appendix C**  
The University of Texas at Arlington College of Education  
**Professional Dispositions Scoring Rubric for Certification**  
**Programs**

The candidate demonstrates fairness and the belief that all students can learn.			
Unacceptable	Acceptable	Target	N/A
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.	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.	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

**2. Receives and Acts Upon Professional Feedback**

The candidate reflects upon his/her educational effectiveness and makes adjustments based on feedback.			
Unacceptable	Acceptable	Target	N/A
Demonstrates inability or unwillingness to reflect upon his/her practice and make adjustments; infrequently makes observations or asks questions about classroom dynamics; passes by opportunities to discuss 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.	Makes occasional observations and asks questions about classroom dynamics; occasionally engages in thinking about and discussing 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.	Regularly makes observations and asks questions about classroom dynamics; engages in thinking about and discussing 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

**3. Demonstrates Professional Practices and Demeanor**

The candidate demonstrates a professional appearance and demeanor that includes socially appropriate content published on social media.			
Unacceptable	Acceptable	Target	N/A
Demonstrates 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.	Demonstrates an emerging professional appearance and demeanor in school and other professional settings or interaction; mostly dresses appropriately and uses professional communication; satisfactory attendance, punctuality, and is generally prepared; mostly responds promptly to electronic communications.	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

#### 4. Communicates Effectively and Professionally

The candidate communicates professionally and effectively with students, peers, teachers, university personnel, and others.			
Unacceptable	Acceptable	Target	N/A
Communicates inappropriately or ineffectively in school and other professional settings.	Uses professional language in all school and professional settings; 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.	Models the use of professional language in all school and professional settings; initiates effective communication with students, peers, teachers, university personnel, and others; uses language or other modalities to articulate thoughts and ideas clear; 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

#### 5. Collaborates with Others in a Positive and Professional Manner

The candidate collaborates with others in a positive and professional manner (students, peers, teachers, university personnel, and others).			
Unacceptable	Acceptable	Target	N/A
Interacts with others in a negative and unprofessional manner; fails to accept the ideas of others or contribute to group products or process.	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.	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; takes initiative in providing and engaging in collaborative practices to improve the overall learning environment.	Not Applicable or not able to observe

#### 6. Demonstrates Cultural Competence in Interactions and Instruction

The candidate acts as a culturally responsive individual.			
Unacceptable	Acceptable	Target	N/A
Demonstrates a lack of knowledge or responds in an offensive manner in most situations; demonstrates difficulty valuing a wide range of ideas, opinions, and diverse perspectives; demonstrates a lack of value towards individuals who use diverse languages and dialects and/or behaves in a manner that is discriminatory, intolerant, or close-minded.	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.	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



**Appendix D**  
The University of Texas at Arlington  
College of Education  
**Disposition Assessment Form**  
Form D-2

This form is to be used by faculty, staff, or classroom teachers who observe an education student's/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 student/candidate and applicable department chair as well as to [coedispositions@uta.edu](mailto:coedispositions@uta.edu) after you have discussed it with the education student/candidate.

Student's/Candidate's Name \_\_\_\_\_ Date \_\_\_\_\_

Student's/Candidate's UTA ID Number \_\_\_\_\_ Student's/Candidate's TEA ID Number (if applicable) \_\_\_\_\_

Form Completed by \_\_\_\_\_

Check any category for which a dispositional deficiency was observed.

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

\*Some offenses in this category may warrant action 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: \_\_\_\_\_ Mode: \_\_\_\_\_

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/Candidate's Signature \_\_\_\_\_ Date

\_\_\_\_\_  
\_ Signature of Individual Completing this Form \_\_\_\_\_ Date

\_\_\_\_\_  
\_ Others in Attendance at Meeting \_\_\_\_\_ Date

**Appendix E**  
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. After discussing the digression with the student/candidate, send the disposition documents and materials to the student/candidate and applicable department chair as well as to [coedispositions@uta.edu](mailto:coedispositions@uta.edu). The administrative assistant for Advising in the College of Education will route the form to the other individuals on the applicable list(s) below.

Student's/Candidate's Name \_\_\_\_\_

First D-2 Form

- Student/Candidate
- Student's/Candidate's Academic Advisor
- Program Coordinator
- Department Chair in which the program resides
- College of Education Office of Educational Field Experiences
- College of Education Certification Office

Second D-2 Form

- Student/Candidate
- Student's/Candidate's Academic Advisor
- Program Coordinator
- Department Chair in which the program resides
- College of Education Office of Educational Field Experiences
- College of Education Certification Office

Third D-2 Form

- Student/Candidate
- Student's/Candidate's Academic Advisor
- Program Coordinator
- Department Chair in which the 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 Academic Programs
- UTA Office of Student Conduct, Disability Services Office (as appropriate)