Spadoni College of Education and Social Sciences
Professional Dispositions Consensus, Advanced Programs
M.Ed. Educational Leadership
Fall 2021

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Dispositions are the commitments, values, and professional ethics that influence candidate behaviors toward students, families, colleagues, and communities; they are the driving forces that affect candidate learning, motivation and development toward continual professional growth (Standard 1: Council for the Accreditation of Educator Preparation-CAEP; SC ADEPT standards). The dispositions are based on the Spadoni College of Education's Conceptual Framework and also reflect entry-level licensure competencies. All candidates are evaluated for dispositional growth and development.

Evaluators rate each candidate on each professional disposition indicator. Scores that approach -2 are given to candidates who exhibit less than acceptable habits and practices. Scores that approach 2 are reserved for candidates who show especially positive behaviors. A score of 0, "No Evidence to Believe Otherwise," signifies that there have been no observations of behaviors that would suggest a disposition that is not acceptable.

Courses	
EDAD 600 (Conner, Deborah)	12
EDAD 694 (Huddleston, Betsy)	16
EDAD 696 (Huddleston, Betsy)	11

Assessment Point	
1st	12 30.8%
2nd	27 69.2%

	Mean (Out of 2)	Strongly Disagree (-2)	Disagree (-1)	No evidence to believe otherwise (0)	Agree (+1)	Strongly Agree (+2)
Q1. Sees diversity of ideas as a benefit in decision making.	1.72	- -	- -	2 5.1%	7 17.9%	30 76.9%
Q2. Promotes a safe and inclusive learning environment.	1.54	- -	- -	6 15.4%	6 15.4%	27 69.2%
Q3. Builds on diverse social/cultural assets.	1.79	- -	- -	1 2.6%	6 15.4%	32 82.1%
Q4. Persists in problem solving.	1.87	- -	- -	1 2.6%	3 7.7%	35 89.7%
Q5. Examines his/her own assumptions.	1.87	- -	- -	1 2.6%	3 7.7%	35 89.7%
Q6. Works to eliminate barriers in teaching and learning.	1.62	- -	- -	6 15.4%	3 7.7%	30 76.9%
Q7. Uses data for organizational improvement.	1.82	- -	- -	1 2.6%	5 12.8%	33 84.6%
Q8. Uses evidence for continuous improvement.	1.79	- -	- -	1 2.6%	6 15.4%	32 82.1%
Q9. Commits to facilitate improvements in learning.	1.72	- -	- -	2 5.1%	7 17.9%	30 76.9%
Q10. Stays abreast of current and emerging ideas in the field.	1.92	- -	- -	1 2.6%	1 2.6%	37 94.9%
Q11. Participates in professional growth activities.	1.87	1 2.6%	- -	- -	1 2.6%	37 94.9%
Q12. Continuously improves knowledge and skills.	1.85	- -	- -	1 2.6%	4 10.3%	34 87.2%
Q13. Respects diversity.	1.74	- -	- -	1 2.6%	8 20.5%	30 76.9%

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	Mean (Out of 2)	Strongly Disagree (-2)	Disagree (-1)	No evidence to believe otherwise (0)	Agree (+1)	Strongly Agree (+2)
Q14. Is committed to timely feedback.	1.41	1 2.6%	- -	5 12.8%	9 23.1%	24 61.5%
Q15. Communicates effectively.	1.72	1 2.6%	- -	- -	7 17.9%	31 79.5%
Q16. Is open to adjustment.	1.69	1 2.6%	- -	- -	8 20.5%	30 76.9%
Q17. Works to uphold regulations, policies, and organizational norms.	1.72	1 2.6%	- -	- -	7 17.9%	31 79.5%
Q18. Sees learning as fundamental purpose of the learning environment.	1.85	- -	- -	1 2.6%	4 10.3%	34 87.2%
Q19. Sets high standards for all.	1.74	1 2.6%	- -	- -	6 15.4%	32 82.1%
Q20. Takes responsibility for actions.	1.77	1 2.6%	- -	- -	5 12.8%	33 84.6%
Q21. Applies ethical principles in all decisions.	1.41	- -	- -	11 28.2%	1 2.6%	27 69.2%
Q22. Advocates for students learning and the profession.	1.87	- -	- -	1 2.6%	3 7.7%	35 89.7%
Q23. Promotes professional learning for improvement.	1.95	- -	- -	1 2.6%	- -	38 97.4%
Q24. Uses research to improve practice.	1.82	- -	- -	1 2.6%	5 12.8%	33 84.6%
Q25. Models responsible use of technology, resources, and information.	1.64	1 2.6%	- -	1 2.6%	8 20.5%	29 74.4%