

**Spadoni College of Education and Social Sciences
Professional Dispositions Consensus,
Initial Licensure Programs**

Composite

Spring 2022



Spadoni College of Education and Social Sciences
Professional Dispositions, Initial Licensure

Spring 2022

N = 199

	Mean (Out of 2)	Strongly Disagree (-2)	Disagree (-1)	No evidence to believe otherwise (0)	Agree (1)	Strongly Agree (2)
Q1. Engages with course concepts and materials (e.g., promotes EEDA performance standards, integrates hands-on instruction, cooperative learning).	1.34	- -	2 1.0%	1 0.5%	123 61.8%	73 36.7%
Q2. Strives to establish a supportive climate for working and learning (e.g., believes all students can achieve at high levels, promotes safe environment).	1.47	- -	- -	6 3.0%	94 47.2%	99 49.7%
Q3. Establishes and maintains non-discriminatory and inclusive practice (e.g., promotes inclusive classroom, facilitates student collaboration, employs student engagement strategies).	1.38	- -	- -	11 5.5%	102 51.3%	86 43.2%
Q4. Interrupts or re-directs discriminatory discourses (e.g., proactive against bullying, harassment and intimidation).	1.23	- -	- -	25 12.6%	104 52.3%	70 35.2%
Q5. Critically analyzes the content knowledge and pedagogy of his/her profession (e.g., communicates the application of content to the real world, requires students to think critically).	1.22	- -	4 2.0%	10 5.0%	124 62.3%	61 30.7%
Q6. Welcomes and uses constructive criticism and feedback to improve his/her content knowledge and pedagogical skills (e.g., employs strategies for personal resiliency and growth).	1.53	- -	3 1.5%	1 0.5%	83 41.7%	112 56.3%
Q7. Consistently comes to school prepared and ready to contribute to the educational experience (e.g., professional demeanor, follows dress code, follows schedule, protocol and procedures including reporting lateness or absences).	1.48	- -	8 4.0%	2 1.0%	75 37.7%	114 57.3%
Q8. Takes the initiative to confidentially discuss student abilities with appropriate personnel to strengthen the learning of all students (e.g., maintains confidentiality, adheres to code of ethics, uses good judgement).	1.29	- -	- -	20 10.1%	102 51.3%	77 38.7%
Q9. Evaluates and reflects on his/her actions and how it affects others.	1.44	- -	4 2.0%	7 3.5%	85 42.7%	103 51.8%
Q10. Properly uses formative and summative assessments to match the learning objectives, minimize bias and address the learning needs of all his/her students (e.g., develops varied assessment that meets the diverse needs of students).	1.21	- -	1 0.5%	24 12.1%	107 53.8%	67 33.7%
Q11. Respects students, peers, families, and school personnel (e.g., respects diversity and individual worth, uses strategies for building positive relationships, demonstrates collegial behaviors).	1.49	- -	1 0.5%	8 4.0%	83 41.7%	107 53.8%

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	Mean (Out of 2)	Strongly Disagree (-2)	Disagree (-1)	No evidence to believe otherwise (0)	Agree (1)	Strongly Agree (2)
Q12. Demonstrates a commitment to improve his/her teaching practice (e.g., advocates for the profession, engages in professional development experiences to foster life-long learning).	1.43	- -	4 2.0%	7 3.5%	88 44.2%	100 50.3%
Q13. Engages in tasks with colleagues and school personnel in a respectful and professional manner (e.g., uses professional language).	1.48	- -	1 0.5%	6 3.0%	89 44.7%	103 51.8%
Q14. Designs and delivers instruction to address individual student differences (e.g., integrates instructional technology and digital content).	1.24	- -	2 1.0%	15 7.5%	115 57.8%	67 33.7%
Q15. Communicates clearly to engage students to make connections to prior learning and experiences (e.g., takes responsibility for instructional leadership, employs classroom management strategies).	1.29	- -	- -	14 7.0%	113 56.8%	72 36.2%
Q16. Works to develop students' discipline-related communication skills for a variety of contexts and audiences (e.g., facilitates student-to-student relationships, promotes team building).	1.21	- -	1 0.5%	16 8.0%	123 61.8%	59 29.6%

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MEAN BY RACE Mean Scale: Strongly disagree (-2), Disagree (-1), No evidence to believe otherwise (0), Agree (1), Strongly agree (2)	Asian n=3	Black or African American n=21	Hispanic or Latino n=7	Race/Ethnicity Unknown n=6	Two or More Races n=4	White n=158
Q1. Engages with course concepts and materials (e.g., promotes EEDA performance standards, integrates hands-on instruction, cooperative learning).	1.00	1.10	1.29	1.50	1.25	1.38
Q2. Strives to establish a supportive climate for working and learning (e.g., believes all students can achieve at high levels, promotes safe environment).	1.00	1.38	1.43	1.50	1.25	1.49
Q3. Establishes and maintains non-discriminatory and inclusive practice (e.g., promotes inclusive classroom, facilitates student collaboration, employs student engagement strategies).	1.33	1.29	1.43	1.67	1.00	1.39
Q4. Interrupts or re-directs discriminatory discourses (e.g., proactive against bullying, harassment and intimidation).	1.33	1.05	1.29	1.50	1.00	1.24
Q5. Critically analyzes the content knowledge and pedagogy of his/her profession (e.g., communicates the application of content to the real world, requires students to think critically).	1.00	1.00	1.14	1.17	1.00	1.26
Q6. Welcomes and uses constructive criticism and feedback to improve his/her content knowledge and pedagogical skills (e.g., employs strategies for personal resiliency and growth).	1.33	1.24	1.29	1.67	1.25	1.58
Q7. Consistently comes to school prepared and ready to contribute to the educational experience (e.g., professional demeanor, follows dress code, follows schedule, protocol and procedures including reporting lateness or absences).	0.67	1.24	1.29	1.67	1.50	1.53
Q8. Takes the initiative to confidentially discuss student abilities with appropriate personnel to strengthen the learning of all students (e.g., maintains confidentiality, adheres to code of ethics, uses good judgement).	1.00	1.19	1.29	1.50	1.25	1.30
Q9. Evaluates and reflects on his/her actions and how it affects others.	1.33	1.19	1.29	1.67	1.00	1.49
Q10. Properly uses formative and summative assessments to match the learning objectives, minimize bias and address the learning needs of all his/her students (e.g., develops varied assessment that meets the diverse needs of students).	1.00	1.05	1.00	1.17	0.75	1.25
Q11. Respects students, peers, families, and school personnel (e.g., respects diversity and individual worth, uses strategies for building positive relationships, demonstrates collegial behaviors).	1.33	1.19	1.43	1.67	1.50	1.53

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MEAN BY RACE Mean Scale: Strongly disagree (-2), Disagree (-1), No evidence to believe otherwise (0), Agree (1), Strongly agree (2)	Asian n=3	Black or African American n=21	Hispanic or Latino n=7	Race/Ethnicity Unknown n=6	Two or More Races n=4	White n=158
Q12. Demonstrates a commitment to improve his/her teaching practice (e.g., advocates for the profession, engages in professional development experiences to foster life-long learning).	1.00	1.10	1.29	1.67	1.50	1.47
Q13. Engages in tasks with colleagues and school personnel in a respectful and professional manner (e.g., uses professional language).	1.67	1.24	1.29	1.67	1.00	1.52
Q14. Designs and delivers instruction to address individual student differences (e.g., integrates instructional technology and digital content).	0.67	1.14	1.14	1.17	0.75	1.28
Q15. Communicates clearly to engage students to make connections to prior learning and experiences (e.g., takes responsibility for instructional leadership, employs classroom management strategies).	1.00	1.14	1.43	1.50	1.00	1.31
Q16. Works to develop students' discipline-related communication skills for a variety of contexts and audiences (e.g., facilitates student-to-student relationships, promotes team building).	0.67	1.14	1.29	0.83	0.75	1.25

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MEAN BY GENDER Mean Scale: Strongly disagree (-2), Disagree (-1), No evidence to believe otherwise (0), Agree (1), Strongly agree (2)	Male n=40	Female n=159
Q1. Engages with course concepts and materials (e.g., promotes EEDA performance standards, integrates hands-on instruction, cooperative learning).	1.20	1.38
Q2. Strives to establish a supportive climate for working and learning (e.g., believes all students can achieve at high levels, promotes safe environment).	1.33	1.50
Q3. Establishes and maintains non-discriminatory and inclusive practice (e.g., promotes inclusive classroom, facilitates student collaboration, employs student engagement strategies).	1.18	1.43
Q4. Interrupts or re-directs discriminatory discourses (e.g., proactive against bullying, harassment and intimidation).	1.00	1.28
Q5. Critically analyzes the content knowledge and pedagogy of his/her profession (e.g., communicates the application of content to the real world, requires students to think critically).	1.05	1.26
Q6. Welcomes and uses constructive criticism and feedback to improve his/her content knowledge and pedagogical skills (e.g., employs strategies for personal resiliency and growth).	1.30	1.58
Q7. Consistently comes to school prepared and ready to contribute to the educational experience (e.g., professional demeanor, follows dress code, follows schedule, protocol and procedures including reporting lateness or absences).	1.25	1.54
Q8. Takes the initiative to confidentially discuss student abilities with appropriate personnel to strengthen the learning of all students (e.g., maintains confidentiality, adheres to code of ethics, uses good judgement).	1.13	1.33
Q9. Evaluates and reflects on his/her actions and how it affects others.	1.27	1.48
Q10. Properly uses formative and summative assessments to match the learning objectives, minimize bias and address the learning needs of all his/her students (e.g., develops varied assessment that meets the diverse needs of students).	0.93	1.28
Q11. Respects students, peers, families, and school personnel (e.g., respects diversity and individual worth, uses strategies for building positive relationships, demonstrates collegial behaviors).	1.25	1.55
Q12. Demonstrates a commitment to improve his/her teaching practice (e.g., advocates for the profession, engages in professional development experiences to foster life-long learning).	1.23	1.48
Q13. Engages in tasks with colleagues and school personnel in a respectful and professional manner (e.g., uses professional language).	1.30	1.52
Q14. Designs and delivers instruction to address individual student differences (e.g., integrates instructional technology and digital content).	1.05	1.29
Q15. Communicates clearly to engage students to make connections to prior learning and experiences (e.g., takes responsibility for instructional leadership, employs classroom management strategies).	1.08	1.35
Q16. Works to develop students' discipline-related communication skills for a variety of contexts and audiences (e.g., facilitates student-to-student relationships, promotes team building).	1.05	1.25

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MEAN BY FIRST GENERATION STATUS Mean Scale: Strongly disagree (-2), Disagree (-1), No evidence to believe otherwise (0), Agree (1), Strongly agree (2)	First Generation n=34	Non First Generation n=130	Unknown n=35
Q1. Engages with course concepts and materials (e.g., promotes EEDA performance standards, integrates hands-on instruction, cooperative learning).	1.35	1.33	1.37
Q2. Strives to establish a supportive climate for working and learning (e.g., believes all students can achieve at high levels, promotes safe environment).	1.53	1.45	1.46
Q3. Establishes and maintains non-discriminatory and inclusive practice (e.g., promotes inclusive classroom, facilitates student collaboration, employs student engagement strategies).	1.53	1.33	1.40
Q4. Interrupts or re-directs discriminatory discourses (e.g., proactive against bullying, harassment and intimidation).	1.26	1.20	1.29
Q5. Critically analyzes the content knowledge and pedagogy of his/her profession (e.g., communicates the application of content to the real world, requires students to think critically).	1.38	1.15	1.29
Q6. Welcomes and uses constructive criticism and feedback to improve his/her content knowledge and pedagogical skills (e.g., employs strategies for personal resiliency and growth).	1.71	1.47	1.57
Q7. Consistently comes to school prepared and ready to contribute to the educational experience (e.g., professional demeanor, follows dress code, follows schedule, protocol and procedures including reporting lateness or absences).	1.65	1.42	1.54
Q8. Takes the initiative to confidentially discuss student abilities with appropriate personnel to strengthen the learning of all students (e.g., maintains confidentiality, adheres to code of ethics, uses good judgement).	1.26	1.28	1.31
Q9. Evaluates and reflects on his/her actions and how it affects others.	1.53	1.39	1.54
Q10. Properly uses formative and summative assessments to match the learning objectives, minimize bias and address the learning needs of all his/her students (e.g., develops varied assessment that meets the diverse needs of students).	1.18	1.22	1.17
Q11. Respects students, peers, families, and school personnel (e.g., respects diversity and individual worth, uses strategies for building positive relationships, demonstrates collegial behaviors).	1.68	1.43	1.51
Q12. Demonstrates a commitment to improve his/her teaching practice (e.g., advocates for the profession, engages in professional development experiences to foster life-long learning).	1.59	1.37	1.49
Q13. Engages in tasks with colleagues and school personnel in a respectful and professional manner (e.g., uses professional language).	1.65	1.42	1.51
Q14. Designs and delivers instruction to address individual student differences (e.g., integrates instructional technology and digital content).	1.29	1.24	1.20
Q15. Communicates clearly to engage students to make connections to prior learning and experiences (e.g., takes responsibility for instructional leadership, employs classroom management strategies).	1.35	1.26	1.34
Q16. Works to develop students' discipline-related communication skills for a variety of contexts and audiences (e.g., facilitates student-to-student relationships, promotes team building).	1.29	1.17	1.26

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MEAN BY PELL ELIGIBILITY Mean Scale: Strongly disagree (-2), Disagree (-1), No evidence to believe otherwise (0), Agree (1), Strongly agree (2)	Pell Eligible n=54	Non Pell Eligible n=145
Q1. Engages with course concepts and materials (e.g., promotes EEDA performance standards, integrates hands-on instruction, cooperative learning).	1.26	1.37
Q2. Strives to establish a supportive climate for working and learning (e.g., believes all students can achieve at high levels, promotes safe environment).	1.41	1.49
Q3. Establishes and maintains non-discriminatory and inclusive practice (e.g., promotes inclusive classroom, facilitates student collaboration, employs student engagement strategies).	1.30	1.41
Q4. Interrupts or re-directs discriminatory discourses (e.g., proactive against bullying, harassment and intimidation).	1.13	1.26
Q5. Critically analyzes the content knowledge and pedagogy of his/her profession (e.g., communicates the application of content to the real world, requires students to think critically).	1.11	1.26
Q6. Welcomes and uses constructive criticism and feedback to improve his/her content knowledge and pedagogical skills (e.g., employs strategies for personal resiliency and growth).	1.43	1.57
Q7. Consistently comes to school prepared and ready to contribute to the educational experience (e.g., professional demeanor, follows dress code, follows schedule, protocol and procedures including reporting lateness or absences).	1.35	1.53
Q8. Takes the initiative to confidentially discuss student abilities with appropriate personnel to strengthen the learning of all students (e.g., maintains confidentiality, adheres to code of ethics, uses good judgement).	1.17	1.33
Q9. Evaluates and reflects on his/her actions and how it affects others.	1.30	1.50
Q10. Properly uses formative and summative assessments to match the learning objectives, minimize bias and address the learning needs of all his/her students (e.g., develops varied assessment that meets the diverse needs of students).	1.11	1.24
Q11. Respects students, peers, families, and school personnel (e.g., respects diversity and individual worth, uses strategies for building positive relationships, demonstrates collegial behaviors).	1.37	1.53
Q12. Demonstrates a commitment to improve his/her teaching practice (e.g., advocates for the profession, engages in professional development experiences to foster life-long learning).	1.26	1.49
Q13. Engages in tasks with colleagues and school personnel in a respectful and professional manner (e.g., uses professional language).	1.39	1.51
Q14. Designs and delivers instruction to address individual student differences (e.g., integrates instructional technology and digital content).	1.13	1.28
Q15. Communicates clearly to engage students to make connections to prior learning and experiences (e.g., takes responsibility for instructional leadership, employs classroom management strategies).	1.20	1.32
Q16. Works to develop students' discipline-related communication skills for a variety of contexts and audiences (e.g., facilitates student-to-student relationships, promotes team building).	1.17	1.22

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MEAN BY ASSESSMENT POINT Mean Scale: Strongly disagree (-2), Disagree (-1), No evidence to believe otherwise (0), Agree (1), Strongly agree (2)	Soph. II n=5	Jr. I n=12	Jr. II n=20	Sr. I n=43	Internship n=119
Q1. Engages with course concepts and materials (e.g., promotes EEDA performance standards, integrates hands-on instruction, cooperative learning).	1.00	1.50	1.15	0.98	1.50
Q2. Strives to establish a supportive climate for working and learning (e.g., believes all students can achieve at high levels, promotes safe environment).	1.00	1.83	1.00	0.98	1.71
Q3. Establishes and maintains non-discriminatory and inclusive practice (e.g., promotes inclusive classroom, facilitates student collaboration, employs student engagement strategies).	1.00	1.58	1.00	0.81	1.64
Q4. Interrupts or re-directs discriminatory discourses (e.g., proactive against bullying, harassment and intimidation).	1.00	1.50	1.00	0.58	1.48
Q5. Critically analyzes the content knowledge and pedagogy of his/her profession (e.g., communicates the application of content to the real world, requires students to think critically).	1.00	1.50	1.00	0.74	1.40
Q6. Welcomes and uses constructive criticism and feedback to improve his/her content knowledge and pedagogical skills (e.g., employs strategies for personal resiliency and growth).	1.00	1.50	1.10	1.19	1.75
Q7. Consistently comes to school prepared and ready to contribute to the educational experience (e.g., professional demeanor, follows dress code, follows schedule, protocol and procedures including reporting lateness or absences).	1.00	1.50	1.10	1.07	1.71
Q8. Takes the initiative to confidentially discuss student abilities with appropriate personnel to strengthen the learning of all students (e.g., maintains confidentiality, adheres to code of ethics, uses good judgement).	1.00	1.17	1.00	0.65	1.59
Q9. Evaluates and reflects on his/her actions and how it affects others.	1.00	2.00	1.00	0.79	1.71
Q10. Properly uses formative and summative assessments to match the learning objectives, minimize bias and address the learning needs of all his/her students (e.g., develops varied assessment that meets the diverse needs of students).	1.00	1.17	0.85	0.70	1.46
Q11. Respects students, peers, families, and school personnel (e.g., respects diversity and individual worth, uses strategies for building positive relationships, demonstrates collegial behaviors).	1.00	1.83	1.00	0.84	1.79
Q12. Demonstrates a commitment to improve his/her teaching practice (e.g., advocates for the profession, engages in professional development experiences to foster life-long learning).	1.00	1.33	1.05	0.91	1.71
Q13. Engages in tasks with colleagues and school personnel in a respectful and professional manner (e.g., uses professional language).	1.00	1.83	1.00	0.86	1.76
Q14. Designs and delivers instruction to address individual student differences (e.g., integrates instructional technology and digital content).	1.00	1.25	1.00	0.65	1.50

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MEAN BY ASSESSMENT POINT					
Mean Scale: Strongly disagree (-2), Disagree (-1), No evidence to believe otherwise (0), Agree (1), Strongly agree (2)					
	Soph. II n=5	Jr. I n=12	Jr. II n=20	Sr. I n=43	Internship n=119
Q15. Communicates clearly to engage students to make connections to prior learning and experiences (e.g., takes responsibility for instructional leadership, employs classroom management strategies).	1.00	1.42	1.00	0.77	1.53
Q16. Works to develop students' discipline-related communication skills for a variety of contexts and audiences (e.g., facilitates student-to-student relationships, promotes team building).	1.00	1.17	1.00	0.65	1.45

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Candidate Program	
Early Childhood Education	64 32.2%
Elementary Education	60 30.2%
Middle Level Education	25 12.6%
Music Education, BME	10 5.0%
Physical Education	7 3.5%
Special Education	11 5.5%
MAT English	3 1.5%
MAT Mathematics	2 1.0%
MAT Science	1 0.5%
MAT Social Studies	15 7.5%
Other Program: Recreation and Sport Management	1 0.5%

Courses Completing Dispositions	
EDEC 340 (Stankovic-Ramirez, Zlata)	12
EDEC 423 (Fusco, Mary)	15
EDEC 466 (Early, Pamela)	15
EDEC 466 (Foley, Susan)	10
EDEC 466 (Fusco, Mary)	5
EDEC 466 (Leperi, David)	8
EDEL 343 (Costner, Richard)	15
EDEL 467 (Burden, Jean)	4
EDEL 467 (Condon, Amy)	4
EDEL 467 (Costner, Richard)	4
EDEL 467 (Jacobs, Ramon)	9
EDEL 467 (Jasiewicz, Michele)	4
EDEL 472 (Costner, Richard)	20
EDML 425 (Gibbons, Teresa)	13
EDML 468 (Cartaina, John)	12
EDMU 479 (Carter, David)	3
EDMU 479 (Kupinski, Erica)	2
EDPE 479 (Olive, Caitlin)	4
EDPE 479 (Ramos, Nilo)	3
EDSC 590 (Brown, Diane Waldrep)	3
EDSC 590 (Burden, Jean)	3
EDSC 590 (Conner, Deborah)	8
EDSC 590 (Curry, Kristal)	4
EDSC 590 (Hitt, Austin)	3
EDSP 450 (Cavanna, Joan)	5
EDSP 450 (Long, Linda)	6
MUED 200 (Carter, David)	5

Assessment Point	
Soph. II	5 2.5%
Jr. I	12 6.0%
Jr. II	20 10.1%
Sr. I	43 21.6%
Internship	119 59.8%

Cohort	
Fall 2020	98 56.6%
Spring 2021	43 24.9%
Fall 2021	20 11.6%
Spring 2022	12 6.9%

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N = 199

Race	
Asian	3 1.5%
Black or African American	21 10.6%
Hispanic or Latino	7 3.5%
Race/Ethnicity Unknown	6 3.0%
Two or More Races	4 2.0%
White	158 79.4%

Gender	
Male	40 20.1%
Female	159 79.9%

First Generation Status	
First Generation	34 17.1%
Non First Generation	130 65.3%
Unknown	35 17.6%

Pell Eligible	
Pell Eligible	54 27.1%
Non Pell Eligible	145 72.9%