

Spadoni College of Education and Social Sciences
**Professional Dispositions Consensus,
Advanced Programs**
Educational Leadership (M.Ed.)
Fall 2022



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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 and Social Science'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.

	Mean (Out of 2)	Standard Deviation	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.	1.75	0.500	- -	- -	1 3.1%	6 18.8%	25 78.1%
Q2. Promotes a safe and inclusive learning environment.	1.69	0.634	- -	- -	3 9.4%	4 12.5%	25 78.1%
Q3. Builds on diverse social/cultural assets.	1.78	0.483	- -	- -	1 3.1%	5 15.6%	26 81.3%
Q4. Persists in problem solving.	1.72	0.572	- -	- -	2 6.3%	5 15.6%	25 78.1%
Q5. Examines his/her own assumptions.	1.59	0.551	- -	- -	1 3.1%	11 34.4%	20 62.5%
Q6. Works to eliminate barriers in teaching and learning.	1.44	0.609	- -	- -	2 6.3%	14 43.8%	16 50.0%
Q7. Uses data for organizational improvement.	1.59	0.605	- -	- -	2 6.3%	9 28.1%	21 65.6%
Q8. Uses evidence for continuous improvement.	1.78	0.483	- -	- -	1 3.1%	5 15.6%	26 81.3%
Q9. Commits to facilitate improvements in learning.	1.72	0.514	- -	- -	1 3.1%	7 21.9%	24 75.0%
Q10. Stays abreast of current and emerging ideas in the field.	1.25	0.559	- -	- -	2 6.3%	20 62.5%	10 31.3%
Q11. Participates in professional growth activities.	1.91	0.384	- -	- -	1 3.1%	1 3.1%	30 93.8%
Q12. Continuously improves knowledge and skills.	1.81	0.464	- -	- -	1 3.1%	4 12.5%	27 84.4%
Q13. Respects diversity.	1.75	0.500	- -	- -	1 3.1%	6 18.8%	25 78.1%
Q14. Is committed to timely feedback.	1.59	0.551	- -	- -	1 3.1%	11 34.4%	20 62.5%
Q15. Communicates effectively.	1.63	0.599	- -	- -	2 6.3%	8 25.0%	22 68.8%
Q16. Is open to adjustment.	1.69	0.583	- -	- -	2 6.3%	6 18.8%	24 75.0%
Q17. Works to uphold regulations, policies, and organizational norms.	1.44	0.609	- -	- -	2 6.3%	14 43.8%	16 50.0%

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Q18. Sees learning as fundamental purpose of the learning environment.	1.75	0.500	- -	- -	1 3.1%	6 18.8%	25 78.1%
Q19. Sets high standards for all.	1.19	0.845	- -	- -	9 28.1%	8 25.0%	15 46.9%
Q20. Takes responsibility for actions.	1.66	0.537	- -	- -	1 3.1%	9 28.1%	22 68.8%
Q21. Applies ethical principles in all decisions.	1.63	0.650	- -	- -	3 9.4%	6 18.8%	23 71.9%
Q22. Advocates for students learning and the profession.	1.91	0.384	- -	- -	1 3.1%	1 3.1%	30 93.8%
Q23. Promotes professional learning for improvement.	1.88	0.415	- -	- -	1 3.1%	2 6.3%	29 90.6%
Q24. Uses research to improve practice.	1.34	0.537	- -	- -	1 3.1%	19 59.4%	12 37.5%
Q25. Models responsible use of technology, resources, and information.	1.53	0.558	- -	- -	1 3.1%	13 40.6%	18 56.3%