

Spadoni College of Education
Professional Dispositions Consensus,
Initial Licensure Programs
ECED (Early Childhood Ed)
Fall 2020 to Spring 2021 Mean Comparison



Spadoni College of Education
Professional Dispositions, Initial Licensure

Fall 2020 to Spring 2021

ECED (Early Childhood Ed)

MEAN BY ASSESSMENT POINT			
Mean range is -2 strongly disagree to +2 strongly agree. 0 is no evidence to believe otherwise.			
	Jr. I	Sr. I	Internship
Q1. Engages with course concepts and materials (e.g., promotes EEDA performance standards, integrates hands-on instruction, cooperative learning).	0.05	0.94	1.40
Q2. Strives to establish a supportive climate for working and learning (e.g., believes all students can achieve at high levels, promotes safe environment).	0.14	1.00	1.72
Q3. Establishes and maintains non-discriminatory and inclusive practice (e.g., promotes inclusive classroom, facilitates student collaboration, employs student engagement strategies).	0.09	1.00	1.66
Q4. Interrupts or re-directs discriminatory discourses (e.g., proactive against bullying, harassment and intimidation).	0.05	1.00	1.66
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).	0.30	0.94	1.50
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).	0.47	1.04	1.74
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).	0.23	0.94	1.74
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).	0.00	1.00	1.67
Q9. Evaluates and reflects on his/her actions and how it affects others.	0.46	0.98	1.74
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).	0.00	0.96	1.55
Q11. Respects students, peers, families, and school personnel (e.g., respects diversity and individual worth, uses strategies for building positive relationships, demonstrates collegial behaviors).	0.72	1.00	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).	0.32	1.00	1.72
Q13. Engages in tasks with colleagues and school personnel in a respectful and professional manner (e.g., uses professional language).	0.77	1.06	1.79
Q14. Designs and delivers instruction to address individual student differences (e.g., integrates instructional technology and digital content).	0.00	0.98	1.60
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).	0.00	0.96	1.67
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).	0.00	0.96	1.59