

Spadoni College of Education
Professional Dispositions Consensus,
Initial Licensure Programs
SPMC (Special Education Multi-Categorical)
Fall 2020 to Spring 2021 Mean Comparison



Spadoni College of Education
Professional Dispositions, Initial Licensure

Fall 2020 to Spring 2021

SPMC (Special Education Multi-Categorical)

| 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). | 0.31 | 1.53 | 1.63 |
| Q2. Strives to establish a supportive climate for working and learning (e.g., believes all students can achieve at high levels, promotes safe environment). | 0.00 | 1.76 | 1.81 |
| Q3. Establishes and maintains non-discriminatory and inclusive practice (e.g., promotes inclusive classroom, facilitates student collaboration, employs student engagement strategies). | 0.00 | 1.12 | 1.75 |
| Q4. Interrupts or re-directs discriminatory discourses (e.g., proactive against bullying, harassment and intimidation). | 0.00 | 0.00 | 1.75 |
| 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). | 0.27 | 1.41 | 1.63 |
| 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). | 0.27 | 1.47 | 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). | 0.27 | 1.24 | 1.81 |
| 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 | 0.24 | 1.75 |
| Q9. Evaluates and reflects on his/her actions and how it affects others. | 0.00 | 1.41 | 1.69 |
| 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 | 1.41 | 1.63 |
| Q11. Respects students, peers, families, and school personnel (e.g., respects diversity and individual worth, uses strategies for building positive relationships, demonstrates collegial behaviors). | 0.00 | 0.88 | 1.81 |
| 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). | 0.00 | 0.94 | 1.69 |
| Q13. Engages in tasks with colleagues and school personnel in a respectful and professional manner (e.g., uses professional language). | 0.38 | 1.29 | 1.75 |
| Q14. Designs and delivers instruction to address individual student differences (e.g., integrates instructional technology and digital content). | 0.00 | 1.41 | 1.69 |
| 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 | 1.18 | 1.69 |
| 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 | 0.06 | 1.50 |