

Instruments Used for Assessing Dispositions

All Initial Programs: Professional Dispositions (Part III of the Clinical Experience Evaluation Survey – CEES)

Disposition					Comments or Evidence
Teaching					
1. Content: Upholds high standards for content knowledge for all young children.	1	2	3	4	
2. Pedagogy: Makes decisions consistent with the belief that all children can learn.	1	2	3	4	
3. Diversity: Validates young children's unique strengths and ways of learning.	1	2	3	4	
4. Technology: Demonstrates willingness to adopt the most appropriate learning resources, including ICT resources.	1	2	3	4	
Scholarship					
5. Problem Solving: Recognizes the importance of and uses a systematic approach to problem solving and decision-making.	1	2	3	4	
6. Scholarly Inquiry: Reflects on personal beliefs and practices about teaching and learning.	1	2	3	4	
Leadership					
7. Ethical Values: Treats all children, parents, and colleagues with fairness and dignity.	1	2	3	4	
8. Readily engages with new opportunities and tasks.	1	2	3	4	
Total points for this section (32 possible):					
Average for this section: (Total score divided by 8):					

**PROFESSIONAL DISPOSITIONS ASSESSMENT FOR THE MASTERS IN
EDUCATION, SPECIAL EDUCATION**

Candidate's Name: _____ **Date:** _____

Reviewer's Name: _____

DIRECTIONS

CANDIDATES: Please rate the extent to which you think you exhibit each of the following dispositions *at this point in your program*, adding comments or evidence.

INTERNSHIP SUPERVISORS AND FACULTY: Please rate, based on your experiences with the candidate, the extent to which you think he or she exhibits each of the following dispositions *at this point in his or her program*, adding comments or evidence.

1=not evidenced or unsatisfactory, 2=needs improvement, 3=satisfactory, 4=target

The Masters in Special Education candidates will be committed to:	1	2	3	4	Comments or Evidence
1. Content: Maintaining challenging expectations for individuals with disabilities to develop the highest possible learning outcomes for all students					
2. Pedagogy: Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with disabilities and their families.					
3. Diversity: Promoting meaningful and inclusive participation of individuals with disabilities in their schools and communities.					
4. Technology: Advocating for professional conditions and resources, including adaptive technologies that will improve learning outcomes of individuals with disabilities.					
5. Scholarly Inquiry: Using evidence, instructional data, research and professional knowledge to inform practice.					
6. Problem Solving: Finding creative ways to protect and support the physical and psychological safety of individuals with disabilities.					
7a. Ethical Values: Practicing within the professional ethics and standards of the profession;					
7b. Ethical Values: Neither engaging in nor tolerating any practice that harms individuals with disabilities.					
8a. Initiative: Reflecting on, evaluating, and improving their professional practice as an ongoing process					
8b. Initiative: Developing relationships with families based on mutual respect and actively involving families and individuals with disabilities in educational decision-making.					

The Professional Dispositions are adapted from the Ethical Principles of The Council for Exceptional Children and the Teacher and Leader Dispositions of the Supreme Educational Council, State of Qatar.

**Master of Education in Educational Leadership
Program Dispositions**

Candidate's Name: _____ **Date:** _____
Reviewer's Name: _____

DIRECTIONS

CANDIDATES: Please rate the extent to which you think you exhibit each of the following dispositions *at this point in your program*, adding comments or evidence.

INTERNSHIP SUPERVISORS AND FACULTY: Please rate, based on your experiences with the candidate, the extent to which you think he or she exhibits each of the following dispositions *at this point in his or her program*, adding comments or evidence.

1=not evidenced or unsatisfactory, 2=needs improvement, 3=satisfactory, 4=target

Disposition	1	2	3	4	Comments or Evidence
<i>Teaching</i>					
1. Content: Candidates have high standards for content knowledge in discipline areas.					
2. Pedagogy: Candidates believe that all students can learn and have the ability to be successful in their academic endeavors.					
3. Technology: Candidates recognize the importance of using diverse educational resources, including technology.					
4. Diversity: Candidates demonstrate respect for diversity.					
<i>Scholarship</i>					
5. Scholarly Inquiry: Candidates engage in critical reflection of theory and professional practice.					
6. Problem Solving: Candidates use critical thinking to solve problems.					
<i>Leadership</i>					
7. Ethical Values: Candidates demonstrate professional conduct that models ethical behavior and integrity.					
8. Initiative: Candidates initiate and lead others in achieving goals, vision and mission.					

All Initial Certification Program Dispositions: When Modeled, Taught, and Assessed

Disposition	When taught/practiced	When assessed
Teaching		
Content: Upholds high standards for content knowledge.	Lesson Plans, Unit Plans, Micro-teaches, Content Analysis, Clinical Experience	At Checkpoint 2: Dispositions report
Pedagogy: Makes decisions consistent with the belief that all children can learn.	Lesson Plans, Unit Plans, Micro-teaches, IEP, Clinical Experience	
Diversity: Validates students' unique strengths and ways of learning.	IEP, Unit Plans, Clinical Experience	
Technology: Recognizes the value of using the best, most appropriate learning resources.	Lesson Plans, Unit Plans, Digital Resource Development	
Scholarship		
Scholarly Inquiry: Reflects on personal beliefs and practices about teaching and learning.	Lesson Plan Reflections, Reflection Journal, Classroom Observations (Data collection), Clinical Experience	At Checkpoint 3: CEES, mid point and end of clinical experience
Problem Solving: Recognizes the importance of a systematic approach to problem solving and decision-making.	Assessment Analysis, Parent Conference Log, Intervention Plan, Clinical Experience	
Leadership		
Ethical Values: Treats all students, parents, and colleagues with fairness and dignity.	Philosophy Statement, IEP, Observation assignments, Clinical Experience	
Initiative: Readily accepts responsibility for new opportunities and tasks.	Small group work, Micro-teaches, Clinical Experience	

Masters in Education, Special Education Dispositions: When Modeled, Taught, and Assessed

Disposition	When modeled, taught, or specifically discussed	When assessed
Teaching		
1. Content: Maintaining challenging expectations for individuals with disabilities to develop the highest possible learning outcomes for all students	Examination of equity paper, Inclusion observation, Intervention plan, IEP, Literacy case study, Final Internship	
2. Pedagogy: Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with disabilities and their families.	Examination of equity paper, Intervention plan, Collaboration presentation, IEP, Literacy case study, Final Internship	
3. Diversity: Promoting meaningful and inclusive participation of individuals with disabilities in their schools and communities.	Examination of equity paper, Inclusion observation, Literacy case study	
4. Technology: Advocating for professional conditions and resources, including adaptive technologies that will improve learning outcomes of individuals with disabilities.	Foundations of assistive technology (AT) session in SPED 601, evaluation for AT in SPED 604, AT for instructional purposes in SPED 609, Using technology to improve student learning in the Final Internship	
Scholarship		
5. Scholarly Inquiry: Using evidence, instructional data, research and professional knowledge to inform practice.	Intervention plan, Collaboration presentation, Action research project design, Quantitative data analysis, Instructional portfolio, Literacy case study, Final Internship	
6. Problem Solving: Finding creative ways to protect and support the physical and psychological safety of individuals with disabilities.	Examination of equity paper, Inclusion observation, Intervention plan, IEP, Literacy case study, Final Internship	
Leadership		
7a. Ethical Values: Practicing within the professional ethics and standards of the profession;	Intervention plan, Reflective essay, Action research project design	Checkpoint 1: After 18 hours
7b. Ethical Values: Neither engaging in nor tolerating any practice that harms individuals with disabilities.	Examination of equity paper, Intervention plan, Literacy case study, Final Internship	Checkpoint 3: During internship – Mid and Late
8a. Initiative: Reflecting on, evaluating, and improving their professional practice as an ongoing process	Reflective essay, Literacy case study, Final Internship, multiple presentations by candidates in courses across the program	
8b. Initiative: Developing relationships with families based on mutual respect and actively involving families and individuals with disabilities in educational decision-making.	Reflective essay, Collaboration project, Final Internship	

Masters in Education, Educational Leadership Dispositions: When Modeled, Taught, and Assessed

Disposition	When modeled, taught, or specifically discussed	When assessed
<i>Teaching</i>		
1. Content: Candidates have high standards for content knowledge in discipline areas.	Vision Project Supervision Report	
2. Pedagogy: Candidates believe that all students can learn and have the ability to be successful in their academic endeavors.	Curriculum Unit Supervision Project	
3. Technology: Candidates recognize the importance of using diverse educational resources, including technology.	Technology Plan Quantitative Analysis	
4. Diversity: Candidates demonstrate respect for diversity.	Case Study (EDEL 601) Case Study (EDEL 607) Curriculum Unit Technology Plan	
<i>Scholarship</i>		
5. Scholarly Inquiry: Candidates engage in critical reflection of theory and professional practice.	Action Research	Checkpoint 1: After 18 hours
6. Problem Solving: Candidates use critical thinking to solve problems.	Action Research Technology Plan Case Study (EDEL 607)	Checkpoint 3: During internship – Mid and Late
<i>Leadership</i>		
7. Ethical Values: Candidates demonstrate professional conduct that models ethical behavior and integrity.	Technology Plan Case Study (EDEL 601) Case Study (EDEL 607)	Checkpoint 1: After 18 hours
8. Initiative: Candidates initiate and lead others in achieving goals, vision and mission.	Supervision Report	