

Spadoni College of Education  
Professional Dispositions Consensus,  
Advanced Programs  
M.Ed. Educational Leadership  
Fall 2020



**Spadoni College of Education**  
**Professional Dispositions, Advanced**

Fall 2020

M.Ed. Educational Leadership

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’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.

Courses	
EDAD 600 (Deborah Conner)	29

	Mean (Out of 2)	Strongly Disagree (-2)	Disagree (-1)	No evidence to believe otherwise (0)	Agree (+1)	Strongly Agree (+2)
<b>Q1. Sees diversity of ideas as a benefit in decision making.</b>	1.21	-	-	2 6.9%	19 65.5%	8 27.6%
<b>Q2. Promotes a safe and inclusive learning environment.</b>	1.31	-	-	2 6.9%	16 55.2%	11 37.9%
<b>Q3. Builds on diverse social/cultural assets.</b>	1.59	-	-	-	12 41.4%	17 58.6%
<b>Q4. Persists in problem solving.</b>	1.86	-	-	-	4 13.8%	25 86.2%
<b>Q5. Examines his/her own assumptions.</b>	1.79	-	-	-	6 20.7%	23 79.3%
<b>Q6. Works to eliminate barriers in teaching and learning.</b>	1.17	-	-	5 17.2%	14 48.3%	10 34.5%
<b>Q7. Uses data for organizational improvement.</b>	1.79	-	-	-	6 20.7%	23 79.3%
<b>Q8. Uses evidence for continuous improvement.</b>	1.83	-	-	-	5 17.2%	24 82.8%
<b>Q9. Commits to facilitate improvements in learning.</b>	1.55	-	-	-	13 44.8%	16 55.2%
<b>Q10. Stays abreast of current and emerging ideas in the field.</b>	1.97	-	-	-	1 3.4%	28 96.6%
<b>Q11. Participates in professional growth activities.</b>	1.90	-	-	-	3 10.3%	26 89.7%
<b>Q12. Continuously improves knowledge and skills.</b>	1.90	-	-	-	3 10.3%	26 89.7%
<b>Q13. Respects diversity.</b>	1.48	-	-	3 10.3%	9 31.0%	17 58.6%
<b>Q14. Is committed to timely feedback.</b>	1.52	-	-	-	14 48.3%	15 51.7%

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	Mean (Out of 2)	Strongly Disagree (-2)	Disagree (-1)	No evidence to believe otherwise (0)	Agree (+1)	Strongly Agree (+2)
Q15. Communicates effectively.	1.69	-	-	-	9 31.0%	20 69.0%
Q16. Is open to adjustment.	1.41	-	-	-	17 58.6%	12 41.4%
Q17. Works to uphold regulations, policies, and organizational norms.	0.69	-	-	13 44.8%	12 41.4%	4 13.8%
Q18. Sees learning as fundamental purpose of the learning environment.	1.62	-	-	-	11 37.9%	18 62.1%
Q19. Sets high standards for all.	1.00	-	-	11 37.9%	7 24.1%	11 37.9%
Q20. Takes responsibility for actions.	1.76	-	-	-	7 24.1%	22 75.9%
Q21. Applies ethical principles in all decisions.	0.69	-	-	13 44.8%	12 41.4%	4 13.8%
Q22. Advocates for students learning and the profession.	1.79	-	-	-	6 20.7%	23 79.3%
Q23. Promotes professional learning for improvement.	1.93	-	-	-	2 6.9%	27 93.1%
Q24. Uses research to improve practice.	1.86	-	-	-	4 13.8%	25 86.2%
Q25. Models responsible use of technology, resources, and information.	1.90	-	-	-	3 10.3%	26 89.7%