SPED Graduate Program Application Essay:

Educator Disposition Assessment and Reflection

This essay should demonstrate your ability to produce an organized articulation of ideas using a professional voice appropriate to discipline and experience. The essay must also demonstrate a commitment to professional growth. To complete the essay complete the following:
1. Complete the Educator Dispositions Assessment (EDA) and upload it to your application.
2. After reflecting upon your responses to the EDA, respond to the following prompt and then upload it to your application:

Based on your responses to your dispositions self-assessment, write a 1,000-1,200 word essay reflecting upon your dispositions related to the teaching profession. What are your plans for continued professional growth?

Your essay will be assessed based on the following components:

Writing competency: Grammar usage and organization
Professional voice
Commitment to professional growth in the area of dispositions

Please refer to the Disposition Self-Assessment Evaluation Rubric to ensure you are meeting expectations for this requirement.

Dispositions Self-Assessment Evaluation Rubric

	Needs Improvement 2 points	Developing 3 points	Meets Expectations 4 points
Commitment to Professional Growth (x2)	Reflection does not address professional growth. States all dispositions are already achieved at the highest level.	Reflection articulates areas for professional growth but does not include ideas for how to achieve growth.	Reflection articulates clear areas for professional growth and ideas for achieving growth.

Professional Voice (x2)	Reflection includes unprofessional tone of voice, uses slang, or other unprofessional language and vocabulary.	Reflection inconsistently uses a professional tone of voice, language, and vocabulary.	Reflection uses a professional tone of voice, language, and vocabulary.
Writing Conventions (x1)	Reflection includes significant errors in writing conventions. Errors are distracting and affect reading comprehension and/or rambles without a clear point.	Reflection inconsistently uses correct grammar, punctuation, sentence structure, usage.	Reflection has minimal to no errors in grammar, punctuation, sentence structure, usage, and is clear and concise.

Educator Disposition Assessment

Name:_____Date:_____

Evaluator:_____

Thank you for taking the time to complete the Educator Disposition Assessment (EDA). The EDA is an essential tool in helping us determine the dispositional strengths and needs of prospective teacher candidates.

As a part of Minnesota State University Moorhead's (MSUM) graduate admission process we are requesting you rate yourself on each dispositional category. After reflecting on your ratings, please complete the required writing prompt for admission.

NOTE: The Educator Disposition Assessment is a proprietary instrument for which MSUM pays for and has permission to use. **You should not make copies or distribute this assessment tool.**

Directions: Please use the following numbers to rate yourself on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

> *0-Needs Improvement: minimal evidence of understanding and commitment to the disposition*
> *1-Developing: some evidence of understanding and commitment to the disposition*
> *2-Meets Expectations: considerable evidence of understanding and commitment to the disposition*

Disposition   **Associated Indicators**

1. Demonstrates Effective Oral Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Does not consistently demonstrate professional oral communication skills as evidenced by making *major* errors in language, grammar, and word choice	☐ Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors	☐ Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment
	☐ Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation	☐ Strives to vary oral communication as evidenced of some students demonstrating a lack of participation	☐ Varies oral communication as evidenced by encouraging participatory behaviors
	☐ Choice of vocabulary is either too difficult or too simplistic	☐ Occasionally uses vocabulary that is either too difficult or too simplistic	☐ Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Disposition	Associated Indicators		
2. Demonstrates Effective Written Communication Skills	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
	☐ Communicates in tones that are harsh or negative as evidenced by fostering negative responses	☐ Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses	☐ Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses
	☐ Demonstrates *major* spelling and grammar errors or demonstrates frequent common mistakes	☐ Demonstrates *common* errors in spelling and grammar	☐ Demonstrates precise spelling and grammar

Disposition	Associated Indicators		
3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
	☐ Does not respond to *communications* and does not submit all assignments	☐ Delayed response to *communications* and late submission of assignments	☐ Responds promptly to *communications* and submits all assignments
	☐ Fails to exhibit punctuality and/or attendance	☐ Not consistently punctual and/or has absences	☐ Consistently exhibits punctuality and attendance
	☐ Crosses *major* boundaries of ethical standards of practice	☐ Crosses *minor* boundaries of ethical standards of practice	☐ Maintains professional boundaries of ethical standards of practice
	☐ Divulges inappropriate *personal* life issues at the classroom/workplace as evidenced by uncomfortable responses from others	☐ Occasionally divulges *inappropriate* personal life issues into the classroom/workplace, but this is kept to a minimum	☐ Keeps *inappropriate* personal life issues out of classroom/workplace
	☐ Functions as a group member with no participation	☐ Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation	☐ Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes
	☐ Rarely demonstrates ethical behaviors such as honesty, integrity, and upholding confidentiality	☐ Sometimes demonstrates ethical behaviors such as honesty, integrity, and upholding confidentiality	☐ Consistently demonstrates ethical behaviors such as honesty, integrity, and upholding confidentiality

Disposition	Associated Indicators		
4. Demonstrates a positive and enthusiastic attitude Marzano: 29	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
	☐ Often complains when encountering problems and rarely offers solutions	☐ Seeks solutions to problems with prompting	☐ Actively seeks solutions to problems without prompting or complaining
	☐ Resists change and appears offended when suggestions are made to try new ideas/activities	☐ May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed	☐ Tries new ideas/activities that are suggested
	☐ Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions	☐ Overlooks opportunities to demonstrate positive affect	☐ Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

Disposition	Associated Indicators		
5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
	☐ Rejects constructive feedback as evidenced by no implementation of feedback	☐ Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions	☐ Accepts constructive feedback as evidenced by implementation of feedback as needed
	☐ Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve	☐ Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement	☐ Learns and adjusts from experience and reflection as evidenced by improvements in performance
	☐ Comes to class unplanned and without needed materials	☐ Comes to class with some plans and most needed materials	☐ Comes to class planned and with all needed materials
	☐ Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed	☐ Aware that lesson is not working but does not know how to alter plans to adjust	☐ Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits

Disposition	Associated Indicators		
6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	☐ Demonstrates inequitable embrace of all *diversities*	☐ Goes through the *expected and superficial motions* to embrace all *diversities*	☐ Embraces all *diversities* as evidenced by implementing *inclusive activities and behaviors* with goals of *transcendence*
	☐ Is challenged to create a *safe classroom* as evidenced by ignoring *negative* behaviors by students	☐ Strives to build a *safe classroom* with zero tolerance of *negative* behaviors towards others but needs further development in accomplishing this task	☐ Creates a *safe classroom* with zero tolerance of negativity to others as evidenced by correcting *negative* student behaviors
	☐ Rarely listens and respects others/diverse points of view	☐ Sometimes listens and respects others/diverse points of view	☐ Consistently listens and respects others/diverse points of view

Disposition	Associated Indicators		
7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	☐ Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus	☐ Demonstrates some flexibility	☐ Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus
	☐ Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others	☐ Maintains a respectful tone in most circumstances	☐ Maintains a respectful tone at all times
	☐ Rarely collaborates or shares strategies and ideas even when prompted	☐ Shares teaching strategies as evidenced by some effort towards collaboration	☐ Proactively shares teaching strategies as evidenced by productive collaboration

Disposition	Associated Indicators		
8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
	☐ Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support	☐ Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth	☐ Recognizes own weaknesses as evidenced by seeking solutions before asking for support
	☐ Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work	☐ Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles	☐ Researches and implements most effective teaching styles as evidenced by citing works submitted
	☐ Rarely shows initiative by demonstrating interest in the learning environment	☐ Sometimes shows initiative by demonstrating interest in the learning environment	☐ Consistently shows initiative by demonstrating interest in the learning environment

Disposition	Associated Indicators		
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
	☐ Demonstrates immaturity and lack of self-regulation	☐ Demonstrates a developing level of maturity to self–regulate	☐ Demonstrates appropriate maturity and self-regulation
	☐ Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily	☐ Demonstrates perseverance and resilience (grit) most of the time	☐ Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations
	☐ Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness	☐ Demonstrates sensitivity to feelings of others most of the time	☐ Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

ADDITIONAL COMMENTS: