Key Program Assessment #7: Assessment of Professional Dispositions
Administrative Specialist: Curriculum, Instruction, and Professional Development Licensure
Administrative Specialist: Educational Research Licensure
Administrative Specialist: Educational Staff Personnel Administration Licensure
Administrative Specialist: School-Community Relations Licensure
Superintendent Licensure
EDUC 864 and 865/866
Overview
Other School Professional Preparation Program
   Educator Preparation Unit
   Muskingum University

1. **Description of the Assessment and Its Use in the Program**

   Key Licensure Assessment #7: *Assessment of Professional Dispositions* is, as the title of the assessment suggests, an assessment of the professional dispositions candidates are expected to *hold and demonstrate* in their work with students, families, colleagues, community members, and other professional educators.

   Key Licensure Assessment #7 is carried out in EDUC 864: Internship – The Administrative Specialist in Action and in EDUC 865/866: Internship - The Superintendent in Action, and is then assessed by the mentor superintendent.

   To exit the licensure program at Gateway 3, a candidate may have no rating below *meets disposition* on this assessment.

2. **Description of How the Assessment Specifically Aligns with the Educational Leadership Constituent Council (ELCC) Standards (2011)**

   While ELCC Standard 5.0 may be viewed as pertaining to professional dispositions, that standard is assessed through other Key Licensure Assessments. The purpose of Key Licensure Assessment #7 is to assess the 20 professional dispositions of Goal 6 [model professional dispositions in their work with students, families, colleagues, and communities (NCATE 1g and OSP 3)] as called for in the conceptual framework of the Other School Professional Preparation program. Those professional dispositions are as follows:

   6.1 Candidates view students as unique persons.

   6.2 Candidates view all students as having the ability to make decisions and to take action to promote their own development.

   6.3 Candidates demonstrate an appreciation for human diversity.

   6.4 Candidates view all students as being strong and capable.
6.5 Candidates are committed to providing significant learning experiences that are based on the developmental uniqueness of each student.

6.6 Candidates believe that every student can be successful and that it is the educator's responsibility to provide differentiated learning opportunities that promote success.

6.7 Candidates are committed to creating learning environments that are healthy, respectful, supportive, and challenging for all students.

6.8 Candidates value the role that positive classroom and school-wide environments have on the development of students.

6.9 Candidates establish and maintain rapport with students.

6.10 Candidates value reflection as a strategy for improving student learning.

6.11 Candidates are committed to an on-going process of developing as a professional.

6.12 Candidates demonstrate a sense of efficacy.

6.13 Candidates project a professional attitude.

6.14 Candidates project a professional appearance.

6.15 Candidates project professional behavior.

6.16 Candidates view leadership as a way to serve others and in doing so promote equity and social justice.

6.17 Candidates value the uniqueness of each student and the families and communities from which a student comes.

6.18 Candidates appreciate the role of families and communities in student learning.

6.19 Candidates recognize the power of working cooperatively and collaboratively with teachers, staff, and other administrators.

6.20 Candidates respect learning and are willing to learn, including accepting suggestions from others.
3. **Assessment Instrument**

The mentor administrative specialist for The Administrative Specialist in Action internship (EDUC 864) and the mentor superintendent for The Superintendent in Action internship (EDUC 865/866) are to use the Scoring Guide for **Key Licensure Assessment #7: Assessment of Professional Dispositions** at the conclusion of the internship to rate each of the 20 professional dispositions articulated in the conceptual framework of the Other School Professional Preparation program.