

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell



The College of Education and Human Development (CEHD) at the University of Minnesota--Twin Cities is making final preparations to launch the Dispositions Assessment with a cutting-edge platform that offers a more sophisticated user experience! Specifically, the platform will support a variety of evidence types including text, images, and video, and offer an array of visuals to examine the evidence that comprises a teacher candidate's dispositional portfolio. Until the new platform is ready for launch, CEHD will use this document, housed in Google Drive, to coach the development of dispositions for teaching.

About the CEHD Dispositions Assessment Framework

The CEHD Dispositions Assessment Framework was conceived by members of the Teacher Education Research Initiative (TERI) Research Group, a collection of graduate students and staff members, who volunteered to meet weekly to discuss teacher education - the issues they were experiencing in their work as student teaching supervisors, methods instructors, and PLC leaders as well as the research underway through courses projects and dissertation studies. Over the course of four years, this group of graduate students, with leadership from faculty, Dr. Mistilina Sato and Dr. Martha Bigelow, imagined a new way of assessing and coaching teacher candidates' dispositional growth, then set about the arduous work of creating it. Though a small number of us have worked through these final stages to bring the assessment to where we are now: piloting the work with initial licensure students across multiple licensure programs, the creation of this assessment has always been a collective and collaborative effort. Thus we recognize all of those who contributed to its development along the way.

Jehanne Beaton, Martha Bigelow, Jenna Cushing-Leubner, Stacy Ernst, Stephanie Hicks, Mary Hoelscher, Su Jung Kim, Amy Jo Lundell, Annie Mason, Michelle McElroy, Shannon McManimon, Mistilina Sato, Miranda Schornack, Erin Stutelberg, Jessica Tobin, Jill Torres, Fang (Andie) Wang, Jessica Winkelaar.

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell

Frequently Asked Questions

What are dispositions for teaching?

To be a successful teacher, you must learn to be knowledgeable about content and pedagogy, skillful in how you translate knowledge and facilitate learning for your students, and committed to forging relationships and building a classroom community so that all students learn at the edges of their abilities. The commitments you make as a classroom teacher are evident in the pedagogical choices you make, the curriculum you write, your interactions with students, teachers, and colleagues, and in the ways you carry yourself as an educator. We call these dispositions. Over the course of your licensure year, you will be assessed on your knowledge, skills, and dispositions. The CEHD Dispositions Assessment is one of many assessments you will experience before graduating. All teacher candidates will be assessed on their teaching dispositions.

What is the purpose of the CEHD Dispositions Assessment?

This assessment is intended to facilitate dialogue around a teacher candidate's dispositional growth throughout their teacher preparation program. Program areas will identify persons involved in the coaching and assessment of a teacher candidate's dispositions. These persons, including the teacher candidate, will enter evidence into the assessment and engage in dialogue around a teacher candidate's dispositional growth.

How should I use this tool?

Enter dispositional evidence as frequently as your program area has identified. Please include the following elements in each entry:

- The date and context the evidence was observed (example: Sept. 22, 2015, methods class reflection paper)
- Your name and role (e.g. cooperating teacher, supervisor)
- The rubric descriptor that best fits the evidence (see page 4)
- A description of the evidence observed

Entering this information is critical in capturing dispositional growth over time, across contexts, and in facilitating dialogue throughout a teacher candidate's program. Please review the detailed example of how to enter evidence on page 5.

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell

Overview of Strands

1. **ASSETS:** Uses the assets and strengths of students, families, and communities to inform teaching and learning.
2. **ROLE of SELF:** Develops an ongoing critical awareness of one's self, and establishes a critically aware teaching presence in the classroom.
3. **COLLABORATION and COMMUNICATION:** Collaborates and communicates with families, communities, and colleagues throughout professional practices (including but not limited to curriculum development, instruction, behavior issues).
4. **CARE:** Builds relationships with students through empathy and care to support students' resilience.
5. **INTENTIONAL PROFESSIONAL CHOICES:** Makes intentional professional choices for teaching and learning (based on continued inquiry of one's own practice, knowledge of students, context and content).
6. **NAVIGATION:** Navigates the complexities of multiple contexts of teaching and learning in ways that are responsive to the needs of students.
7. **IMAGINATION and INNOVATION:** Responds to the dynamic nature of teaching with creative imagination in practice to affect teaching and learning.
8. **ADVOCACY:** Advocates in dynamic and responsive ways for students, families and systemic change in the pursuit of equity in schools.

Understanding the Rubrics

© Regents of the University of Minnesota. All rights reserved.

Dispositions Assessment Research Group

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell

The intention is for the rubrics to help create a profile of the teacher candidate's dispositional growth. No points or scores are assigned. As you collect evidence, please tag it according to the rubric descriptor that best fits what you are seeing in the teacher candidate's dispositions.

<i>Counter Evidence</i>	<p>There will be times in a teacher candidate's journey towards licensure where they have not demonstrated evidence of dispositional growth. If there is no evidence, the assessor should note that they cannot score that rubric. Other times, a teacher candidate may demonstrate evidence that is contrary to the dispositions needed for successful teaching and learning.</p> <p>Any evidence tagged in this column of the rubric necessitates a face-to-face conversation with the teacher candidate, so as to initiate coaching and support. The conversation following a 'counter evidence' tag may catalyze a teacher candidate's awareness, which then can facilitate new evidence being entered to show dispositional growth.</p>
<i>Awareness</i>	<p>When a teacher candidate demonstrates awareness, they recognize and understand the importance of the disposition for successful student learning and healthy, productive classrooms. They may be able to cite theory behind its importance or recognize it when they see it in other teachers' classrooms.</p>
<i>Commitment</i>	<p>When a teacher candidate demonstrates commitment, they not only understand the importance of the disposition for successful student learning, but they seek to make it part of their own teaching repertoire. Yet, they have not been able to enact the disposition, possibly because of circumstance (structural limitations at that point in their teaching program or clinical placement particulars, as examples) or ability (attempts are unsuccessful or not yet made; enactment occurs with some students, some of the time, or in some contexts).</p>
<i>Enactment</i>	<p>When a teacher candidate enacts a particular disposition, we see this disposition in action, live and at play in the classroom. It is evident in their interactions with students, their embodiment of teaching in the classroom, and the ways in which they work with colleagues, families, and school/ district leadership.</p>

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell

How to Enter Evidence

Please include the following elements each time evidence is entered:

- The date and context the evidence was observed (example: Sept. 22, 2015, classroom observation)
- Your name and role (e.g. cooperating teacher, supervisor)
- The rubric descriptor that best fits the evidence (see page 4)
- A description of the evidence observed

Example of Elementary Education Teacher Candidate:

STRAND 4: Care

Care: Builds relationships with students through empathy and care to support students' resilience.

<i>Counter Evidence</i>	<i>Awareness</i>	<i>Commitment</i>	<i>Enactment</i>
June 15, 2015, Individual meeting Josefina, El. Ed. Faculty Counter Evidence: At our check-in meeting today Shauna expressed, 'some students are impossible to reach.' We should revisit what this means throughout the year, and see how it relates to other dispositional strands. What do you think,	September 18, 2015, Prep. hour at practicum site Cecilia, Cooperating Teacher Commitment: Earlier this week, Shauna and I talked about making personal connections with students. Shauna told me she aims to make at least one personal connection with every student, even if she has to do some research.		
	10/06/2015: Methods class reflection paper Simone, Social studies methods instructor Enactment: An excerpt from Shauna's reflection paper, " <i>When a student observes a holiday that is not part</i>		

© Regents of the University of Minnesota. All rights reserved.

Dispositions Assessment Research Group

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell

Shauna?

of the school calendar, or that I am unfamiliar with, I find out more about it. Last spring when I was volunteering in a school, I spent time reading about Buddha Day (which I learned is also called Vesak or Wesak) because some of my students were talking about their families preparing for it."

STRAND 1: Assets

Assets: Uses the assets of students, families, and communities to inform teaching and learning.

<i>Counter Evidence</i>	<i>Awareness</i>	<i>Commitment</i>	<i>Enactment</i>
Does not recognize the assets of students, families, or communities.	Distinguishes between assets and deficits in reference to students, families, schools, and communities.	Commits to using the strengths of students, families, and communities to affect teaching and learning.	Actively employs strategies to identify the assets of students, families, and communities and integrates those assets in teaching.
Sees deficits rather than assets of students, families, or communities.	Recognizes students' cultural and linguistic resources are essential to their achievement.	Recognizes own / others' deficit views of students, families, communities when they emerge and works to rectify them, seeking assets instead.	Engages with students, families and communities outside of the school day in order to connect with community educators and resources and bring these into classroom teaching and learning.
Teaching is dominated by what students, families, or communities lack instead of the strengths they bring.	Can describe strategies for learning about the strengths of students, their families and communities and its importance to teaching.	Actively seeks to learn about students, their families, and the school community and the assets they bring.	

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell

***** Please enter evidence following the guidelines on page 5 *****

STRAND 1: Assets

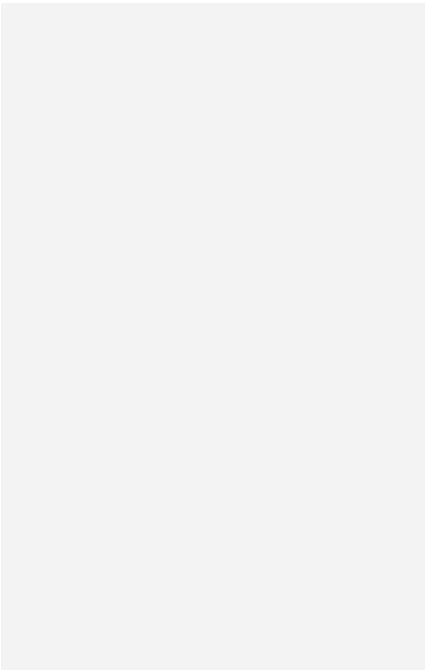
Assets: Uses the assets of students, families, and communities to inform teaching and learning.

<i>Counter Evidence</i>	<i>Awareness</i>	<i>Commitment</i>	<i>Enactment</i>
	<p>February, 2016 Ruth Krider CT Enactment: I took your comment about that you feel our school doesn't do enough positive reinforcement to heart. I think you are right and I appreciate your honesty and plan to incorporate more positivity in management styles.</p> <p>March 17, 2016 Ruth Krider CT Commitment: Not only giving students a multidisciplinary response to reading <i>Music, Music for Everyone</i>, but giving them voice and choice on if they want to sing or act.</p>		

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell



STRAND 2: Role of Self

Role of Self: Develops an ongoing critical awareness of one's self, and establishes a critically aware teaching presence in the classroom.

<i>Counter Evidence</i>	<i>Awareness</i>	<i>Commitment</i>	<i>Enactment</i>
Does not examine personal biases, characteristics, and multiple identities.	Recognizes how their personal characteristics, biases, privileges, and multiple identities impact teaching.	Critically reflects on the ways in which their personal biases, characteristics, and identities impact teaching and learning.	Demonstrates empathy across personal characteristics and identities to support teaching and students' learning.

© Regents of the University of Minnesota. All rights reserved.

Dispositions Assessment Research Group

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell

<p>Makes assumptions of students, families, and/ or communities, based on stereotypes, ignorance, and/ or fear, that negatively impact students' self-worth, learning, and/ or educational opportunities.</p> <p>Teaching presence shows patterns of tentativeness, timidity, disrespect, disdain, distance and/ or disinterest towards at least some students.</p> <p>Teaching presence interferes with and/ or inhibits any student's learning.</p>	<p>Accepts one's own view is not universal and other worldviews are equally valid.</p> <p>Positions self within systems of power, hierarchy, and/or privilege.</p> <p>Recognizes the need to establish a strong teaching presence, based on mutual respect, in the classroom in order to ensure learning for all students.</p>	<p>Identifies areas for personal growth regarding biases, characteristics, and identities.</p> <p>Demonstrates efforts in developing a strong, mutually respectful teaching presence.</p> <p>Seeks out coaching and feedback to establish strong teaching presence, grounded in mutual respect.</p>	<p>Engages in professional activities to support growth regarding personal biases, characteristics, and identities.</p> <p>Establishes a commanding teaching presence, grounded in mutual respect, a commitment to educational equity, and relentless determination that all students can learn.</p>
---	--	---	--

***** Please enter evidence following the guidelines on page 5 *****

STRAND 2: Role of Self

Role of Self: Develops an ongoing critical awareness of one's self, and establishes a critically aware teaching presence in the classroom.

<i>Counter Evidence</i>	<i>Awareness</i>	<i>Commitment</i>	<i>Enactment</i>
-------------------------	------------------	-------------------	------------------

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell

February, 2016 Math Class

Ruth Krider, CT

Commitment

Lets students make choices about where they work, stating you understand we need different spaces, but at the same time making clear the standards for work remain high.

March, 2016

Math

Enactment

You used a firm tone with Sophia to make her understand that she must speak during the math game. After our conversations about whether her selective mutism is due to culture, language, shyness or personal choice, I appreciated that you stood your ground and held her to standard.

March 17, 2016

Ruth Krider CT

Commitment

Considers data from a class-sensitive lens. For example, we recognize that we are both white, middle-class females and that does not represent the majority of our student population. We are constantly thinking of how to relate to our students and how to be mutually respectful. Would like to extend this with a home visit.

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell

STRAND 3: Collaboration and Communication

Collaboration and Communication: Collaborates and communicates with students, families, communities, and colleagues for purposes of teaching and learning across various contexts.

<i>Counter Evidence</i>	<i>Awareness</i>	<i>Commitment</i>	<i>Enactment</i>
Avoids or neglects opportunities for communication with students, families, communities, or colleagues.	Can describe the value of proactive and ongoing communication with students, families, communities, and colleagues.	Resolves to be proactive and engage in ongoing communication with students, families, communities, and colleagues.	Actively listens and responds to students, families, communities, and colleagues.
Avoids or neglects opportunities for collaboration with students, families, communities, or colleagues.	Can describe the benefits of collaboration with students, families, communities, and colleagues.	Seeks opportunities to collaborate with students, families, communities, and colleagues.	Makes efforts to collaborate in ways that are on-going, professional, sensitive, and persistent through difficulty.
Modes of communication negatively impact relationships with students, families,			Approaches collaboration with openness to sharing and learning with others.
			Reaches out to families and

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell

communities, or colleagues.

Attempts at collaboration negatively impact relationships with students, families, communities, or colleagues.

communities to explicitly communicate classroom details through a variety of culturally relevant communication modes.

Engages families and communities in school-based activities.

***** Please enter evidence following the guidelines on page 5 *****

STRAND 3: Collaboration and Communication

Collaboration and Communication: Collaborates and communicates with students, families, communities, and colleagues for purposes of teaching and learning across various contexts.

<i>Counter Evidence</i>	<i>Awareness</i>	<i>Commitment</i>	<i>Enactment</i>
	February 2016 Enactment Thank you for communicating directly with Sofie's father via email when I was out on jury duty, It was totally the right thing to do so he didn't show up unnecessarily. March 17, 2016 Ruth Krider		

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell

Enactment: Communicating with second grade team daily about individual students, how and what they are learning, and planning. Actively participating in conferences. Speaking up at PLCs. Writing newsletters, communicating with the ELL teacher about individual student needs. Emailing book group leaders photos of group performance.

STRAND 4: Care

Care: Builds relationships with students through empathy and care to support students' resilience.

<i>Counter Evidence</i>	<i>Awareness</i>	<i>Commitment</i>	<i>Enactment</i>
Does not cultivate positive relationships with students.	Demonstrates awareness of how students' resilience is	Seeks opportunities to cultivate caring relationships with	Builds relationships with students through empathy and

© Regents of the University of Minnesota. All rights reserved.

Dispositions Assessment Research Group

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell

Neglects opportunities to build caring relationships with <i>all</i> students, regardless of students' abilities or identities.	fostered. Recognizes the role teachers play in building students' resilience.	students. Attempts to capitalize on opportunities to connect with students in order to impact teaching, learning, classroom community, and students' resilience.	care towards a goal of building students' resilience. Critically reflects on interactions (student-student, teacher-student).
Absence of caring relationships with students is evident in teaching, learning, and/ or lack of classroom community.	Demonstrates awareness of how caring relationships impact teaching, learning, and classroom community.		Uses critical reflections to build and improve relationships.
Engages in relationships with students that are unprofessional, inappropriate, or misguided.			

***** Please enter evidence following the guidelines on page 5 *****

STRAND 4: Care

Care: Builds relationships with students through empathy and care to support students' resilience.

<i>Counter Evidence</i>	<i>Awareness</i>	<i>Commitment</i>	<i>Enactment</i>
-------------------------	------------------	-------------------	------------------

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell

February 2016

Ruth Krider, CT

Enactment

You are always making time for the quiet kids like Abigail and Lily to talk to. I see you bending down when you speak with them and keeping your eyes trained on their faces so they feel like the center of the universe. This shows you are aware of different learning styles, for example, introverts/extroverts communicate differently, and your empathy means everyone can be comfortable.

March 17, 2016

Ruth Krider CT

Enactment

One day Taylor asked Alyssa why another student's mother speaks English if she is from Mexico and looks different. Alyssa used the opportunity to explain how we are all diverse and that many people are bilingual. Alyssa then reflected on the situation in her weekly reflective piece and continues to explicitly mention diversity in the classroom.

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell

STRAND 5: Intentional Professional Choices

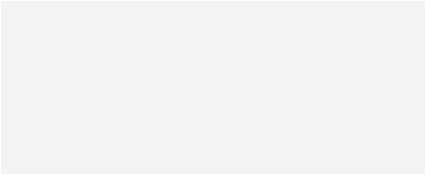
Intentional Professional Choices: Makes intentional professional choices for teaching and learning (based on continued inquiry of one's own practice, knowledge of students, context and content).

<i>Counter Evidence</i>	<i>Awareness</i>	<i>Commitment</i>	<i>Enactment</i>
<p>Violates standards of professional conduct in the Code of Ethics for MN Teachers.</p> <p>Does not recognize the value of reflection, assessment, and on-going learning as a teacher.</p> <p>Avoids, ignores, or dismisses feedback from various sources as to how to better their teaching and/ or address students' needs.</p>	<p>Recognizes professional responsibility for engaging in and supporting professional practices for self and colleagues.</p> <p>Adheres to standards of professional conduct in the Code of Ethics for Minnesota Teachers.</p>	<p>Demonstrates willingness to learn from multiple stakeholders.</p> <p>Commits to reflection, assessment, and learning as an ongoing process of the profession.</p> <p>Seeks feedback and support from various resources to better their teaching and address students' needs.</p>	<p>Engages in ongoing professional learning and uses evidence to continually evaluate their teaching practices.</p> <p>Based on feedback, adapts and refines teaching practices to better meet students' needs.</p> <p>Uses multiple forms of data including things created or engaged in by students outside of the school-day - on a regular basis to gauge student growth.</p>

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell



Seeks input and gathers evidence from multiple stakeholders to develop plans for student success.

***** Please enter evidence following the guidelines on page 5 *****

STRAND 5: Intentional Professional Choices

Intentional Professional Choices: Makes intentional professional choices for teaching and learning (based on continued inquiry of one's own practice, knowledge of students, context and content).

<i>Counter Evidence</i>	<i>Awareness</i>	<i>Commitment</i>	<i>Enactment</i>
	<p>February, 2016 Ruth Krider, CT Commitment You are really speaking up a lot more in PLC group. Your reflections on your own practice and where you can take it up a notch for the kids are strong. Specifically, I appreciated when you said how the students need more practice and asking about what the other classrooms are doing to increase exposure to the number patterns.</p> <p>March, 2016</p>		

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell

Ruth Krider, CT

Enactment

During conferences, you showed a very open mind and attitude when families were speaking about their children. You asked questions such as “Why do you think that?” in a manner that reflected genuine concern and openness with a worried parent (Mrs. Smith). You also listened and provided reassuring feedback and she left feeling much better about her child’s progress.

March 29, 2016

Ruth Krider, CT

Enactment

Today you asked for and received direction from another team member about how to create QR codes, so the lesson you are planning for later in the week will go more smoothly. You are showing you are open to: 1) analyzing possible problem areas in a future learning experience; 2) asking for help; 3) receiving help; 4) acting on suggestions; and 5) maintaining a positive attitude about learning new things the whole time.

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell

STRAND 6: Navigation

Navigation: Navigates the complexities of multiple contexts of teaching and learning in ways that are responsive to the needs of students.

<i>Counter Evidence</i>	<i>Awareness</i>	<i>Commitment</i>	<i>Enactment</i>
<p>Unaware of classroom, school, community, or district contexts.</p> <p>Does not recognize the complexities of teaching and/or learning.</p> <p>Struggles to navigate classroom, school, community, and/or district context.</p> <p>Does not adapt to complexities in a particular teaching/learning environment.</p>	<p>Recognizes the complexities of, and multiple influences on, teaching and learning.</p> <p>Considers multiple definitions of success may look like and ways to navigate towards multiple options. Definitions for success may include one's own, students', parents', community desires for youth, colleagues'/administrators', and those defined by district/state/national standards.</p> <p>Recognizes the importance of adaptability in teaching and learning.</p> <p>Describes the role of resiliency in teaching and learning.</p>	<p>Seeks opportunities to learn about the specific contexts (classroom, school, community, and district) of where they teach.</p> <p>Attempts to adapt to teaching context while maintaining teaching practices that meet their students' needs.</p>	<p>Creates opportunities to learn about the complex experiences of their students.</p> <p>Adapts to teaching context and continues to engage in teaching practices that meet their students' needs and work towards greater equity in schooling.</p> <p>Demonstrates resilience as they navigate multiple teaching contexts.</p>

***** Please enter evidence following the guidelines on page 5 *****

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell

STRAND 6: Navigation

Navigation: Navigates the complexities of multiple contexts of teaching and learning in ways that are responsive to the needs of students.

<i>Counter Evidence</i>	<i>Awareness</i>	<i>Commitment</i>	<i>Enactment</i>
	<p>March, 2016 Ruth Krider, CT Commitment I feel like this area has been one of great growth for you. Especially in math, to be able to contextualize the learning they are supposed to be doing with the learning they are ready to do, and to make it meaningful is hard. The fractions unit ended up going well when you were able to step aside from the curriculum and tailor it to the kids' needs, as you informally assessed.</p> <p>March 29, 2016 Ruth Krider, CT Commitment/Enactment Together, we have been wondering about the home life of SZ, and why she is so reluctant to speak English at school. You listened to the mother at conferences and got a clearer picture of both the family expectations and we are thinking of ways to navigate this little person's reluctance. You are concerned that her mutism seems to be getting worse and that she's withdrawing further. Let's talk about if we need to get some other services more involved.</p>		

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell

STRAND 7: Imagination and Innovation

Imagination and Innovation: Responds to the dynamic nature of teaching with creativity and imagination in practice to affect teaching and learning.

<i>Counter Evidence</i>	<i>Awareness</i>	<i>Commitment</i>	<i>Enactment</i>
Unresponsive to the dynamic nature of teaching and learning.	Recognizes the importance that creativity plays in teaching and learning.	Envisions possibilities in students, teaching, and learning.	Explores alternatives with students, family members, colleagues, weighing positive and negative outcomes.
Does not think beyond what they are told to do.	Realizes a teaching or learning situation may need “something else” but unable to recognize when such situations arise and/	Open to trying new strategies, approaches, pedagogies, and practices.	Assesses teaching or learning situations as to the need for alternate approaches.
Does not try new strategies, pedagogies, practices.	or unable think beyond what has always been done.	Resolves to try creative solutions to challenging classroom situations, but needs coaching and support to enact	Sees opportunity in challenging situations and conflict. Creates innovative solutions and,
Seeks comfort in the status quo, even when it’s not			

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell

working.

those solutions.

whenever possible, engaging students in this process.

Seeks support in engaging in alternative approaches for teaching and learning.

Models creative and imaginative thinking for students, inspiring others to engage in alternative ways of thinking, teaching and learning.

*** Please enter evidence following the guidelines on page 5 ***

STRAND 7: Imagination and Innovation

Imagination and Innovation: Responds to the dynamic nature of teaching with creativity and imagination in practice to affect teaching and learning.

<i>Counter Evidence</i>	<i>Awareness</i>	<i>Commitment</i>	<i>Enactment</i>
	February, 2016 Ruth Krider, CT Your sense of humor is strong and being able to sway with the vagaries of daily classroom life is going well. Specifically, moving to an oral math message response instead of a written one.		

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell

Also, you are now able to switch a game or get some physical movement between lessons as you are “reading” the mood in the room

March, 2016

Ruth Krider, CT

Commitment

I love how you are comfortable playing with the students, while retaining a demeanor of strong, high expectation seeking adult. When you were up on the playground structure with the kids, it showed you are able to get in their world yet maintain a professional stance.

March, 2016

Ruth Krider, CT

Enactment

You created a QR code to guide students to a link that would enhance their learning experience. It allowed students to easily access the website and begin the activity without stress.

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell

STRAND 8: Advocacy

Advocacy: Advocates in dynamic and responsive ways for students, families and systemic change in the pursuit of equity in schools.

<i>Counter Evidence</i>	<i>Awareness</i>	<i>Commitment</i>	<i>Enactment</i>
Unaware of or ignores educational, institutional, or political contexts at local, state, or national level.	Assesses educational, institutional, and political contexts at the local, state, and national levels.	Seeks to understand the complex realities of students' experiences.	Advocates alongside students and families in the pursuit of equity in schooling and towards systemic change.
Simplifies, generalizes, and/or stereotypes students' experiences.	Recognizes the role of advocacy in teaching and learning.	Demonstrates efforts toward advocacy that are grounded in respect for and awareness of racial, cultural, religious, gender, class, and/or other differences.	Works toward advocacy through collaboration with students, families, and communities in-school and/or outside of school.
Takes up a mode of advocacy that assumes a position of superiority over students, families, communities, schools, on account of race, gender, culture, class, religion and/or other differences.	Recognizes the teacher's role in designing opportunities for students and families to advocate for themselves, or connecting them with others to facilitate desired changes.	Centers the experiences and stories of students and communities who have historically experienced marginalization in attempts to understand and develop their role as an advocate for equitable and restorative learning opportunities.	Pursues leadership opportunities to advocate alongside/for students, families, and communities, particularly in connection to school-spaces.

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell

***** Please enter evidence following the guidelines on page 5 *****

STRAND 8: Advocacy

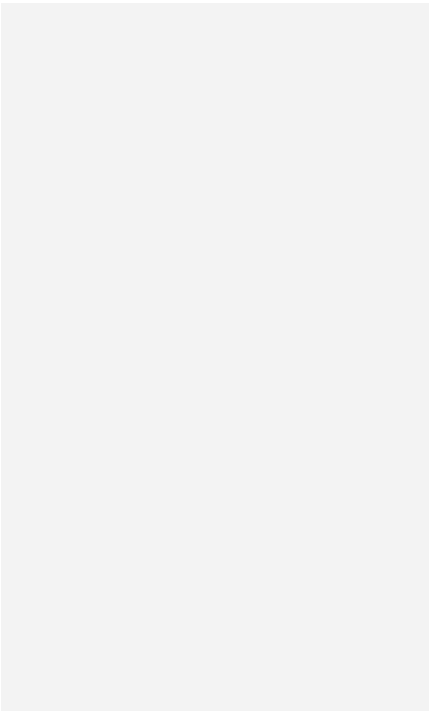
Advocacy: Advocates in dynamic and responsive ways for students, families and systemic change in the pursuit of equity in schools.

<i>Counter Evidence</i>	<i>Awareness</i>	<i>Commitment</i>	<i>Enactment</i>
	<p>February, 2016 Ruth Krider, CT You came out on the Walk-In day with the rest of the staff and have been wearing red on Thursdays to support contract negotiations.</p> <p>February, 2016 Ruth Krider, CT You openly responded to students' questions regarding race while reading <i>Iggie's House</i> aloud. You presented facts and did not include any bias opinions.</p> <p>March, 2016 Ruth Krider, CT You seek to understand the complex realities of students' experiences; for example, understanding that when Christian (pseudo name) complains about his body bothering him, it really means that he is feeling sad due to significant alterations to his home life. You also know when to advocate for what he needs as an individual, such as when you let him go talk to the counselor when you know he is in crisis. This is advocating in the most basic level, on the ground - the kid level - to</p>		

CEHD Dispositions Assessment

Program Area: Elementary Education

Teacher Candidate: Alyssa Farrell



maintain mental and physical health, and you see and call for the need of services for children like this.