

1. The assessment, including the instructions to candidates about the assigned task.

Title: Candidate Disposition Assessment (CDA)

Instructions to Candidates:

Excerpt from the ITEC 7430 – Internet Tools in the Classroom syllabus:

Kennesaw State University
Bagwell College of Education
Instructional Technology Department
ITEC 7430 - Internet Tools in the Classroom



- **Candidate Disposition Assessment:** At the end of the 3rd and 6th semesters, you and your mentor will use the CDA to evaluate your professional dispositions in Instructional Technology. Scores lower than an L3 from your mentor in any category are flagged and may result in follow-up with you by your advisor. Your self-reported scores should be used as a form of self-reflection for how well you are meeting and/or exceeding the dispositions required in the area of Instructional Technology. If you find areas of weakness, you should work with your mentor to design field experiences in these areas.
- You can review the CDA instrument on the Instructional Technology Website. The program coordinator for the M.Ed. in Instructional Technology will email you a link to a secure website when it is time for you complete the CDA.

2. How the assessment is used in the program

The Candidate Disposition Assessment (CDA) is the primary instrument for measuring candidates' dispositions in the field. The dispositions are built around the six (6) PSC Instructional Technology standard categories—*Visionary Leadership; Teaching, Learning and Assessment; Digital Learning Environments; Digital Citizenship & Responsibility; Professional Learning & Evaluation; and Candidate Professional Growth & Development*. The CDA helps the Instructional Technology Department ensure that candidates meet professional expectations beyond technological pedagogical content knowledge (TPACK) and skills. Each disposition is aligned with the appropriate PSC standard. The CDA assesses PSC standards 1.1, 1.4, 2.1, 2.2, 2.7, 2.8, 3.1, 3.2, 3.7, 4.1, 4.2, 4.3, 5.2, 6.1, 6.2. The CDA assesses ISTE NETS-C standards 1a, 1d, 2a, 2b, 2g, 2h, 3a, 3b, 3g, 5a, 5b, 5c, 4b, 6a, 6b, 6c.

Candidates enrolled in the program are evaluated twice with the CDA (3rd and 6th semesters) by their mentors in their schools. In addition, candidates also use the CDA to self-evaluate their own performance in the 3rd and 6th semesters. Scores lower than an L3 in any category are flagged for administrative follow-up by the Candidate Assessment Committee (CAC). The CAC consists of the program coordinator, advisor, department chair, and any professor who may have concerns regarding the candidate. The purpose of the CAC is to follow-up on any program assessment scores lower than an L3. The CAC will meet and initiate remediation procedures if deemed necessary. In summary, the data from this instrument are used to assess student progress in both a formative (3rd semester) and summative (6th semester) fashion, to alert program faculty to possible remediation situations, and to provide data for programmatic review.

For the purposes of PRS reporting, data is derived from mentor evaluations in the candidate's 6th semester. Mentors are expected to meet professional expectations and university standards in evaluating

candidate performance. To ensure mentor ratings are consistent and reliable, program faculty are developing training materials for mentors, including a podcast available online.

3. Scoring guide or criteria used to score candidate responses

Candidate Disposition Assessment (CDA)

Department of Instructional Technology

(M.Ed. - Mentor & Candidate – 3rd and 6th semesters)

KSU Candidate:	Date:
Mentor Completing Assessment:	

Rating		Description
L1	No Evidence	<p>The candidate's performance offers <u>little or no</u> evidence of achieving this professional disposition.</p> <ul style="list-style-type: none"> Satisfied with poor performance, no initiative to improve Exhibits no leadership ability Lacks vision for how technology can be used to improve curriculum, instruction, and assessment Displays unethical behavior Does not collaborate or communicate well with others Resistant to innovation and change Does not promote digital citizenship and responsibility. Does not reflect on professional practice or dispositions.
L2	Limited Evidence	<p>The candidate's performance offers <u>limited</u> evidence of achieving this professional disposition.</p> <ul style="list-style-type: none"> Satisfied with minimal performance, little initiative to improve Exhibits minimal leadership ability Unclear vision for how technology can be used to improve curriculum, instruction, and assessment Struggles with ethical behavior Collaborates and communicates as needed Innovates and changes when necessary Complies with requirements for digital citizenship and responsibility
L3	Clear Evidence, MEETS	<p>The candidate's performance offers <u>clear evidence</u> of MEETING this professional disposition.</p> <ul style="list-style-type: none"> Aims to be the best educator he/she can be Exhibits leadership ability Clear vision for how technology can be used to improve curriculum, instruction, and assessment Upholds ethical standards, is always truthful Collaborates and communicates well with others Supports innovation and change Promotes and encourages digital citizenship and responsibility Reflects regularly on professional practice and dispositions

L4	Clear, Consistent, and Convincing Evidence, EXCEEDS	<p>The candidate's performance offers <u>clear, consistent, and convincing</u> evidence of EXCEEDING this professional disposition.</p> <ul style="list-style-type: none"> • Maintains strong work ethic, is passionate, committed • Exhibits outstanding leadership ability • Promotes a strong vision for how technology can be used to improve curriculum, instruction, and assessment • Models ethical standards for others • Promotes collaboration and communication among colleagues and works effectively with others • Promotes innovation and change • Models and facilitates digital citizenship and responsibility • Systematically reflects and adjusts professional practice and dispositions
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Disposition	Rating			
	L1	L2	L3	L4
STANDARD 1				
Visionary Leadership				
<p>Criterion 1: Shared Vision Candidate exhibits behavior indicating they believe in, value, support, and contribute to a shared vision of learning for the effective and meaningful use of technology. (PSC 1.1/ISTE 1a)</p>				
<p>Criterion 2: Use of Technology Candidate exhibits behavior indicating they believe in, value, support, and contribute to the routine, intentional, and effective use of technology by all students, teachers, and administrators. (PSC 1.1/ISTE 1a)</p>				
<p>Criterion 3: Emerging Technologies Candidate exhibits behavior indicating they believe in, value, support, and contribute to the use of emerging technologies and their potential to positively impact student learning. (PSC 1.1/ISTE 1a)</p>				
<p>Criterion 4: Technology Innovations & Change Candidate exhibits behavior indicating they believe in, value, support, and contribute to the change process required to initiate and sustain technology innovations in a school or district. (PSC 1.4/ISTE 1d)</p>				
STANDARD 2				
Teaching, Learning & Assessment				
<p>Criterion 5: Curriculum & Instruction Candidate exhibits behavior indicating they believe in, value, support, and contribute to the appropriate use of technology to enhance and support instruction and standards-based curriculum leading to high levels of student achievement. (PSC 2.1/ISTE 2a, PSC 2.2/ISTE 2b)</p>				
<p>Criterion 6: Assessment Candidate exhibits behavior indicating they believe in, value, support, and contribute to a comprehensive assessment system to measure student learning and technology literacy. (PSC 2.7/ISTE 2g)</p>				
<p>Criterion 7: Data Analysis Candidate exhibits behavior indicating they believe in, value, support, and contribute to using technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning. (PSC 2.8/ISTE 2h)</p>				

<p style="text-align: center;">STANDARD 3 Digital Learning Environments</p> <p>Criterion 8: Learning Environments Candidate exhibits behavior indicating they believe in, value, support, and contribute to technology-rich learning environments for all teachers and students. (PSC 3.1/ISTE 3a, PSC 3.2/ISTE 3b)</p>				
<p>Criterion 9: Communication & Collaboration Candidate exhibits behavior indicating they believe in, value, support, and contribute to communication and collaboration among colleagues, staff, parents, students, and the larger community through the use of digital tools and resources. (PSC 3.7/ISTE 3g)</p>				
<p style="text-align: center;">STANDARD 4 Digital Citizenship & Responsibility</p> <p>Criterion 10: Digital Equity Candidate exhibits behavior indicating they believe in, value, support, and contribute to the fair and equitable access to digital tools and resources and technology-related best practices for all students and teachers. (PSC 4.1/ISTE 5a)</p>				
<p>Criterion 11: Privacy, Security & Online Safety Candidate exhibits behavior indicating they believe in, value, support, and contribute to privacy, security, and online safety related to the use of technology for teaching and learning. (PSC 4.2/ISTE 5b)</p>				
<p>Criterion 12: Safe, Healthy, Legal & Ethical Uses Candidate exhibits behavior indicating they believe in, value, support, and contribute to the safe, healthy, legal, and ethical uses of digital information and technologies. (PSC 4.2/ISTE 5b)</p>				
<p>Criterion 13: Professional & Ethical Behavior Candidate exhibits behavior indicating they believe in, value, support, and contribute to professional and ethical behavior by following laws and procedures fairly, wisely, and considerately and modeling personal and professional ethics, integrity, and fairness. (PSC 4.2/ISTE 5b)</p>				
<p>Criterion 14: Diversity, Cultural Understanding & Global Awareness Candidate exhibits behavior indicating they believe in, value, support, and contribute to the use of technology to support diverse student needs, enhance cultural understanding, and increase global awareness. (PSC 4.3/ISTE 5c)</p>				
<p>Criterion 15: Diversity Candidate exhibits behavior indicating they believe in, value, support, and contribute to diversity by demonstrating cultural sensitivity and respect for all students, including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds and other underrepresented populations. (PSC 4.3/ISTE 5c)</p>				
<p>Criteria 16: All Students Can Learn Candidate exhibits behavior indicating they believe in, value, support and contribute to the idea that all students can learn. (PSC 4.3/ISTE 5c)</p>				

<p style="text-align: center;">STANDARD 5 Professional Learning & Program Evaluation</p> <p>Criterion 17: Professional Learning Candidate exhibits behavior indicating they believe in, value, support, and contribute to job-embedded professional learning that is standards-based, results-driven, and meets the learning needs of all students and staff. (PSC 5.2/ISTE 4b)</p>				
<p style="text-align: center;">STANDARD 6 Candidate Professional Growth & Development</p> <p>Criterion 18: Continuous Learning Candidate exhibits behavior indicating they believe in, value, support, and contribute to continuous learning of professional knowledge and skills to improve and strengthen professional practice. (PSC 6.1/ISTE 6a, 6b)</p>				
<p>Criterion 19: Collegial Relationships Candidate exhibits behavior indicating they believe in, value, support, and contribute to collaborative and respectful relationships with colleagues, supervisors, students, parents and community members. (PSC 6.2/ISTE 6c)</p>				
<p>Criterion 20: Reflection & Feedback Candidate exhibits behavior indicating they believe in, value, support, and contribute to reflection on professional practice and constructive feedback from colleagues and mentors. (PSC 6.2/ISTE 6c)</p>				