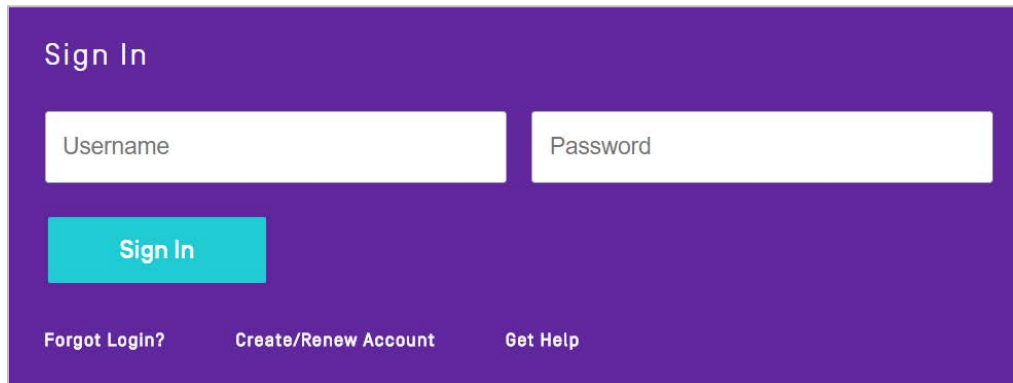


**Quick-Start Guide:**  
Authors –  
Niagara  
Dispositions

## Accessing Your DRF Program(s)

To begin, go to [login.taskstream.com](https://login.taskstream.com) and log in using your assigned username and password.  
<https://login.taskstream.com/signon/>



Sign In

Username Password

Sign In

Forgot Login? Create/Renew Account Get Help

To access your Directed Response Folio (DRF), click the name of the DRF program from the home page.

## Work on a program



You will see the structure of your Directed Response Folio (DRF) in the left frame. All courses requiring dispositions within your program will be listed and separated by phases. Complete only the course you are currently taking.

### Demo Agriculture Disposition

Template: Demo Agriculture Education Niagara Dispositions

Work

Scores/Results

Options

VIEW AS FOLIO

EXPAND ALL COLLAPSE ALL

#### General Information

##### Phase 1

- CTE 207
- EDF 211
- EDSP 230
- CTE 388
- CTE 496

##### Phase 2

- CTE 392
- CTE 470

### Welcome to the Demo Agriculture Disposition program

#### Getting Started with Programs

If this is your first time working within DRF programs, you may wish to view or print our [Getting Started Guide](#) or call Mentoring Services at 1.800.311.5656 for help starting your work.

#### Program Links

- Overview

#### More Help

In the DRF program, add work to your DRF (Directed Response Folio) in the Work tab. View evaluation results in the Scores/Results tab, and find other options (like e-mailing and publishing options) in the Options tab.

- More about DRF programs
- More about how to add content
- More about Program Options

Click the course to submit the disposition commitment statement. The content of this section will be displayed in the right frame area. Directions are included. If you would like to see the rubric being used to evaluate your work, click the Evaluation Method link for that requirement.

### Demo Agriculture Disposition

Template: Demo Agriculture Education Niagara Dispositions

Work Scores/Results Options

VIEW AS FOLIO Status: Work Not Started

EXPAND ALL COLLAPSE ALL Add: Form

**General Information**

Phase 1

- CTE 207
- EDF 211
- EDSP 230
- CTE 388
- CTE 496

Phase 2

- CTE 392
- CTE 470

**CTE 207**

**DIRECTIONS** Help on this Page

For this disposition for this course, you will complete the Niagara Disposition - Statement of Commitment. Click the form, read the information and indicate that you understand and agree with these dispositions. Submit your work and be sure to select the correct instructor for your course. [Print](#)

**EVALUATION METHOD**

**FORM : NIAGARA DISPOSITION - STATEMENT OF COMMITMENT** [Edit](#)

Please [complete this form](#) as part of this requirement.

To begin, click the **Complete This Form** link. Complete all portions of the form as indicated.

### Respond to form Niagara Disposition - Statement of Commitment for CTE 207

- DIRECTIONS
- EVALUATION METHOD

CANCEL CHECK SPELLING PRINT

SAVE DRAFT SAVE AND RETURN

Response is required

#### Niagara Disposition - Statement of Commitment

Save Draft

**Candidate's Statement of Commitment regarding Dispositions**  
It is the responsibility of the Educator Preparation Program at Morehead State University to successfully prepare candidates to become effective teachers. The initial licensure program requires candidates to demonstrate the knowledge, skills, and dispositions outlined in the conceptual framework of the College of Education as they align with the expected behaviors of beginning teachers. Each candidate will be evaluated on these dispositions by faculty and school personnel and provided with feedback to assist with their progress.

Dispositions are defined as how values, commitments, and professional ethics manifest themselves in professional practice. Dispositions are guided by beliefs and attitudes related to values such as care, respect, trust, integrity (OCT, 2006), fairness, honesty, responsibility, and social justice (NCATE, 2001). The following dispositions are expected of teacher education candidates in the university classroom and in the schools.

**Professional Commitment and Responsibility:** The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it.

The Candidate:

- Maintains appropriate confidentiality
- Demonstrates compliance with laws/regulations/ policies/standards
- Maintains professional appearance
- Is prepared for class or appointments
- Is punctual for class or appointments
- Demonstrates honesty/academic integrity

**Professional Relationships:** The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger diverse society.

The Candidate:

- Demonstrates high expectations for others
- Demonstrates respect for the beliefs of others
- Demonstrates and/or promotes effective collaboration skills (e.g., with colleagues, instructors, students)
- Demonstrates respect for cultural differences
- Demonstrates Patience with and/or compassion for those experiencing difficulty in the learning process
- Demonstrates flexibility during the learning process

**Critical Thinking and Reflective Practice:** The candidate demonstrates a commitment to continuous development within the profession.

The Candidate:

- Demonstrates critical thinking in written or verbal form
- Addresses issues of concern professionally (with instructors/colleagues/ students)
- Responds positively to constructive criticism
- Takes responsibility for his or her learning by actively seeking out new information
- Demonstrates personal progress through professional development to improve content and pedagogical knowledge
- Demonstrates reflective practice in written or verbal form

Yes, I have read the dispositions and indicators above. I believe that good dispositions are integral to being an effective, professional educator. I am committed to growing and demonstrating excellence in these dispositions. I understand that in addition to academic performance in accord with the requirements of the College of Education, my success and progress in the teacher education program depends upon successful demonstration of these dispositions.

CANCEL CHECK SPELLING CANCEL PRINT

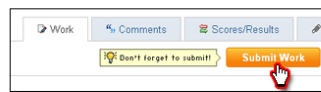
SAVE DRAFT SAVE AND RETURN

After all portions are complete, click the **Save and Return** button at the bottom of the form. A pop-up asking if you are ready to submit your work. Click okay to dismiss the pop-up.

### Are you ready to submit your work?

Please note, submitting work is a two-step process. If you are done adding content, use the "Submit Work" button to send the work to your evaluator. After sending work, your submission will be locked and no further edits will be available.

To submit work, close this window and click the "Submit Work" button on the Work tab.

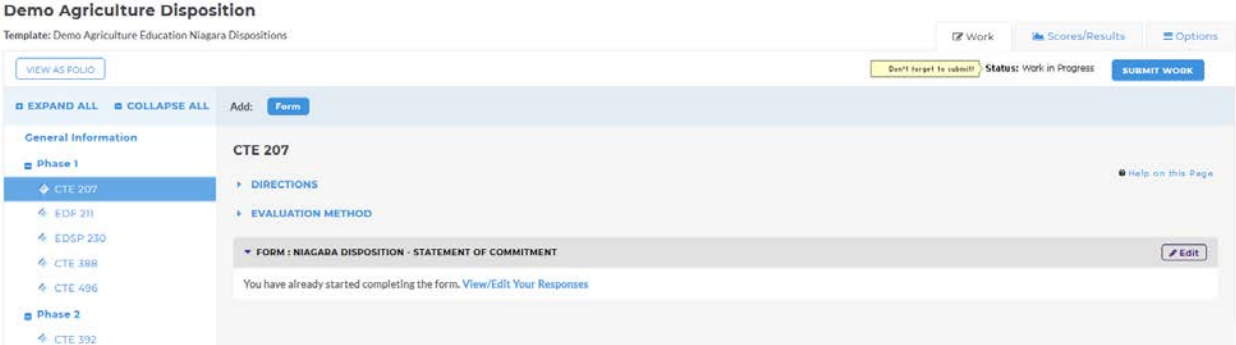


OK

Do not show this reminder again for this session  
(Permanently disable this reminder via the subscription tab on the My Account page.)

# Submitting a Requirement to Your Evaluator

Click the **Submit Work** button from the top of the Work tab.



Another pop-up will appear. You will select an evaluator for this submission, this will be your course instructor. If your instructor is not listed, please contact Kristie Williams ([k.williams@moreheadstate.edu](mailto:k.williams@moreheadstate.edu)). Click **Submit for Evaluation**.

### Are you sure you want to submit CTE 207 (of Phase 1) for Evaluation?

Your work will be locked and no further edits will be possible.

Select an evaluator:

CANCEL

SUBMIT FOR EVALUATION

- Instructor, MSU
- Manager, School of Education

CANCEL

SUBMIT FOR EVALUATION