

**Disposition Assessment Procedures  
Advanced Program Candidates  
Emporia State University  
The Teachers College and  
Early Childhood/Elementary Teacher Education**

**Dispositions to be Assessed (from the Conceptual Framework)**

Candidates will demonstrate a:

1. commitment to professionalism and ethical standards.
2. desire to analyze concepts and clinical practices, to experiment, and to evaluate and/or initiate innovative practices.
3. dedication to life-long learning by participating in professional organizations and keeping current with research in their field.
4. belief in having high expectations for all learners.
5. respect for cultural and individual differences by providing equitable learning opportunities for all.
6. desire to communicate with family and community members to make them partners in the educational process.
7. commitment to collaboration with other professionals to improve the overall learning of students.

**Procedures for Disposition Assessment**

1. Dispositions will be assessed by each instructor of the core courses in our advanced programs. If dispositions are unacceptable, a plan for improvement will be developed for the candidate to follow during a probationary period.
2. Whenever concerns **or exemplary actions regarding** disposition arise, they will be documented by letter in the candidate's file (form provided). Dispositions will be assessed throughout coursework and included in the candidate's file. Concerns and exemplary actions will be discussed with the candidate.
3. The department validates acceptable dispositions of candidates for admission to practicum and/or internship. If dispositions are unacceptable, the candidate will be denied admission to the practicum and/or internship or a contract will be developed for the candidate to follow during these field experiences. The candidate may file an appeal if admission to practicum and/or internship is denied.
4. A final assessment of dispositions is done at program completion and/or recommendation for licensure.

**Candidate Notification Policy**

1. Candidates will be given a copy of this policy, the “Advanced Candidate Disposition Assessment Timeline,” the “Advanced Candidate Assessment of Disposition,” and if applicable, departmental dispositions assessment forms.
2. Copies of the policy will be available in the department office for all incoming and transfer students who wish to pursue an advanced degree.
3. Candidates will be provided a copy of the policy during advising sessions.
4. Candidates must sign a statement that they understand the policy as written.
5. Signed statements will be kept on file in the candidate’s permanent and departmental files.
6. Candidates will be informed that they must meet all criteria listed on the “Advanced Candidate Assessment of Dispositions” form.

**Appeals Process**

The candidate may appeal admission decisions to the Associate Dean of the Teachers College. Appeals will follow the Emporia State University’s Academic Appeals Process.

\_\_\_\_\_  
Print Candidate’s Name

\_\_\_\_\_  
Candidate’s Signature

\_\_\_\_\_  
Student ID#

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor’s Signature

\_\_\_\_\_  
Date

## Advanced Candidates Disposition Assessment Timeline

Decision Points	*NCATE 1		*NCATE 2		*NCATE 3		*NCATE 4	
	Application/ Acceptance Program	Coursework	Application/ Acceptance/ Completion Practicum	Coursework	Application/ Acceptance/ Completion Internship	Comprehensive Exam	Completion Program	Graduation
Conceptual Framework Component	Dispositions	Knowledge Skills & Dispositions	Knowledge Skills & Dispositions	Knowledge Skills & Dispositions	Knowledge Skills & Dispositions	Knowledge		
	Program Faculty	Instructor	Clinic Director/ Advisor/ Instructor	Instructor	Program Coordinator/ On-Site Supervisor/ Instructor	Program Faculty	Licensure Officer Program Faculty	Graduate School

## Advanced Candidate Assessment of Dispositions

Candidate \_\_\_\_\_ Coordinator \_\_\_\_\_ Date \_\_\_\_\_

**Candidates must meet or exceed disposition expectations on all items by the time they complete the program and/or are recommended for licensure.**

Please circle one number for each disposition using the descriptors listed below the disposition as the basis for your rating, and make comments in the blank space under the disposition.

The candidate demonstrates:	Not Observed	Needs Improvement	Meets Expectations	Exceeds Expectations
<b>I. Commitment to Professionalism and Ethical Standards</b>	0	1	2	3
1. is punctual and regularly attends classes 2. maintains positive attitudes during and outside of class 3. is honest and trustworthy in communications & interactions with others 4. demonstrates ethical behavior 5. is open and receptive to change 6. is willing to go beyond required assignments Comments:				
<b>II. Desire to Analyze/Evaluate Concepts and Clinical Practices, to Experiment and to Evaluate and/or Initiate Innovative Practice</b>	0	1	2	3
7. is accepting of constructive feedback from others 8. is curious and willing to experiment with new ideas and techniques 9. conducts self assessment through reflection 10. recognizes personal limitations & seeks to compensate for/overcome them Comments:				
<b>III. Dedication to Life-Long Learning by Participating in Professional Organizations and by Being Current with Research in Their Field</b>	0	1	2	3
11. demonstrates a willingness to read and/or conduct research on his/her own 12. seeks opportunities for professional development 13. takes responsibility for personal learning 14. understands the role as an educator 15. maintains membership in professional organizations Comments:				
<b>IV. Belief in Having High Expectations for All Learners</b>	0	1	2	3
16. demonstrates belief that all students can learn at their potential 17. makes a positive contribution to the learning of others (students/peers) 18. understands the role of standards and outcomes Comments:				
<b>V. Respect for Cultural and Individual Differences by Providing Equitable Learning Opportunities for All</b>	0	1	2	3
19. is tolerant of, and responsive to ideas and views of others 20. is respectful of and responsive to individual differences 21. provides equitable learning opportunities for all 22. considers backgrounds, interests, and attitudes of all students when planning Comments:				
<b>VI. Desire to Communicate with Family &amp; Community Members to Make Them Partners in Education</b>	0	1	2	3
23. is sensitive to students, peers, & families of different cultures & with special needs 24. encourages interactions in a mutually respectful and friendly manner Comments:				
<b>VII. Commitment to Collaboration with Other Professionals to Improve the Overall Learning of Students</b>	0	1	2	3
25. relates well to peers, faculty, staff, and other professionals 26. is willing to share information and ideas with others 27. works well with others to develop opportunities for peer & student learning 28. acts as a consultant with other individuals/systems related to students/clients Comments:				