

**Disposition Assessment Procedures  
Initial Program Candidates  
Emporia State University  
The Teachers College and  
Departments Offering Initial Level Teacher Education Programs**

**Final**

**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. Candidates will be informed of the dispositions that will be assessed and the procedures for assessment at the earliest possible time--during ED/EL 220, during their first meeting with their departmental or education advisor, or at a time specified by a department or The Teachers College. Candidates will be provided with a copy of the "Initial Candidate Disposition Assessment Timeline," the "Initial Candidate Assessment of Dispositions," and if applicable, departmental dispositions assessment forms.
2. Dispositions will be assessed and discussed with the candidate at the time of admission to teacher education (Phase I or Block 1), at the time of admission to student teaching (Phase II or Block 3), and during student teaching. All data will be reviewed at program completion (recommendation for licensure). Candidates will be provided with copies of completed forms and copies will be included in candidates' permanent and departmental files.
3. Any time concerns or exemplary actions regarding disposition occur, they will be documented in the candidate's teacher education and department files on a form provided by The Teachers College or one used by the department and discussed with the candidate. Candidates will be provided with a copy of all completed dispositions forms. Concerns and exemplary actions will be considered as applicable at each decision point.
4. If satisfactory progress toward meeting the dispositions outcomes is not demonstrated, a candidate may not be allowed to move to the next step of the program. If needed, a candidate plan for improvement will be developed jointly by The Teachers College and as needed with other departments or individuals. The candidate may file an appeal if admission is denied at any decision point.
5. A final assessment of dispositions is done at program completion and recommendation for licensure.

## Candidate Notification Policy

1. The teacher education candidate will be given a copy of this policy, the “Initial Candidate Assessment of Dispositions,” the “Initial Candidate Disposition Assessment Timeline,” and if applicable, departmental dispositions assessment form and must sign a statement that they understand the policy as written.
  - a. Copies of the policy will be available in the Teacher Education Admissions Office, Office of Professional Education Services and applicable departments for all incoming and transfer students who wish to pursue teacher licensure.
  - b. Candidates will be provided a copy of the policy during their first meeting with their departmental or education advisor or at a time specified by a department or The Teachers College. The policy will also be reviewed in ED/EL 220.
  - c. Candidates will be informed that they must meet all criteria listed on the “Initial Program Assessment of Dispositions” form.
2. Signed statements will be kept on file in the candidates’ permanent and departmental files.

## 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.

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Candidate’s Signature

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Date

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Advisor’s Signature

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Date

**Initial Candidate  
Dispositions Assessment Timeline**

<b>When</b>	<b>How</b>	<b>By Whom</b>
First meeting with department advisor or at a time specified by the department or the Teachers College	Review of Disposition Assessment Procedures and signature of candidate; department and/or Standard Disposition Rubric will be shared with the candidate	Department advisor
Any time concerns <b>or exemplary actions</b> are identified or as required by department	Using Departmental and/or Education Form; information discussed with the candidate	Anyone
Admission to Teacher Education (Phase I/Block I) (NCATE Decision point 1)	Using Standard Disposition Rubric	Department faculty
Admission to Student Teaching (Phase II or Block (NCATE decision point 2)	Using Standard Disposition Rubric	Department with Phase I/Block 2 coordinator input
End of Student Teaching (NCATE decision point 3)	Student Teacher Evaluation Rubric	Education and academic supervisors and cooperating teacher
Program Completion (NCATE decision point 4)	Review of all disposition data	OPES in consultation with licensure officer
Two years after licensure	Follow-up survey	Associate Dean

## Initial Candidate Assessment of Dispositions

Candidate \_\_\_\_\_ Advisor \_\_\_\_\_ Date \_\_\_\_\_

**The candidate must meet or exceed disposition expectations on all items by the time they 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 and interactions with others 4. demonstrates ethical behavior and maintains confidentiality 5. has professional appearance 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
6. is accepting of constructive feedback from others 7. is curious and willing to experiment with new ideas and techniques 8. seeks opportunities to learn about self 9. recognizes personal limitations and seeks to compensate/overcome them 10. recognizes personal strengths and seeks ways to enhance them 11. conducts self assessment through reflection 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
12. is an independent learner 13. is familiar with research and efforts of professional organizations in their field 14. demonstrates awareness of new ideas Comments:				
<b>IV. Belief in Having High Expectations for All Learners</b>	0	1	2	3
15. demonstrates belief that all students can learn at their potential 16. provides encouraging feedback to all students 17. responds to the needs of all learners Comments:				
<b>V. Respect for Cultural and Individual Differences by Providing Equitable Learning Opportunities for All</b>	0	1	2	3
18. is tolerant of, and responsive to, ideas and views of others 19. is respectful of and responsive to individual differences 20. provides equitable learning opportunities for all 21. 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
22. is sensitive to students and families from different cultures and with special needs 23. includes parent or guardian in planning for students' success 24. considers community factors when planning 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 and student learning Comments:				