Check current enrollment: ED/EL 220 ___Block I ___Phase I ___Block 2 ___Phase II ___Block III ___ Alt.Rte. ___
Enrolled in an off campus program? Yes ____ No ____ Which Program? ________________________________

Initial Candidate Disposition Assessment Notification Policy

1. The teacher education candidate will be given a copy of this policy, the “The Teachers College Disposition Assessment Form,” the “Initial Candidate Disposition Assessment Timeline,” and if applicable, departmental disposition 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 “The Teachers College Disposition Assessment.”

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.

Statement of Understanding

I have read the description of dispositions to be assessed, the procedures for disposition assessment, and the candidates’ notification policy. Also, I understand that I may appeal admission decisions relevant to any negative disposition assessment(s).

_____________________________  ________________________________
Candidate’s Signature           Date

_____________________________  ________________________________
Candidate’s Printed Name         Candidate E number

_____________________________  ________________________________
Candidate’s Local Address       Candidate’s City, State, Zip

_____________________________  ________________________________
Candidate’s Phone Number        Candidate’s Campus E Mail Address
Initial Program Candidates Disposition Assessment Procedures
The Teachers College and Departments Offering Initial Level Teacher Education Programs
Emporia State University

Initial Candidate Dispositions Assessment Timeline

<table>
<thead>
<tr>
<th>When</th>
<th>How</th>
<th>By Whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>First meeting with department advisor or at a time specified by the department or the Teachers College</td>
<td>Review of Disposition Assessment Procedures and signature of candidate; department and/or Standard Disposition Rubric will be shared with the candidate</td>
<td>Department advisor or faculty member</td>
</tr>
<tr>
<td>Any time concerns or exemplary actions are identified or as required by department</td>
<td>Use Departmental and/or Disposition Assessment Form; discuss information with candidate</td>
<td>Anyone</td>
</tr>
<tr>
<td>Admission to Teacher Education (Phase I/Block 1) (NCATE Decision point 1)</td>
<td>Use Disposition Assessment</td>
<td>Secondary Methods or EL312 faculty</td>
</tr>
<tr>
<td>Admission to Student Teaching (Phase II or Block 3) (NCATE decision point 2)</td>
<td>Use Disposition Assessment</td>
<td>Department with Phase I/Block 2 coordinator input</td>
</tr>
<tr>
<td>End of Student Teaching (NCATE decision point 3)</td>
<td>Use Student Teacher Evaluation Rubric</td>
<td>Education and academic supervisors and cooperating teacher</td>
</tr>
<tr>
<td>Program Completion (NCATE decision point 4)</td>
<td>Review all disposition data as needed</td>
<td>OPES in consultation with licensure officer</td>
</tr>
<tr>
<td>Two years after licensure</td>
<td>Follow-up survey of graduates and employers</td>
<td>Associate Dean</td>
</tr>
</tbody>
</table>

Overall 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 Teachers College Disposition Assessment,” and if applicable, departmental dispositions assessment forms.

2. Dispositions will be assessed and discussed with the candidate at each Decision Point. All disposition 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 concerns or exemplary actions regarding disposition will be documented in the candidate’s teacher education and department files and will be considered at the applicable decision point. 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 contract will be developed jointly by The Teachers College and as needed with other departments or individuals. The candidate may file an appeal if denied advancing to the next step of the program.

5. A final assessment of dispositions is done at program completion and recommendation for licensure.

Specific Phase I/Block 1 Decision Point 1 Disposition Assessment Steps

1. Instructors of secondary methods courses or EL 312 Reading and Writing Connections will rate applicants on the following conceptual framework dispositions:
   Proficiency 1 of The Teachers College Conceptual Framework: Provides Service to Society
   - Professionalism and ethical standards
   Proficiency 3: Engages in Effective Practice
   - a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed
   - a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field

2. The data will be entered into the AMS assessment system.
3. The Phase I or Block 1 coordinator will review all Decision Point 1 dispositions and take action as deemed necessary. If a meeting with a candidate is needed, it will be conducted in cooperation with the department chair and/or a faculty member.
The Teachers College Disposition Assessment

Please Check Program Level:  □ Initial Program  □ Advanced Program

Dispositions rating will be entered based on Decision Points. Please check the applicable Decision Point.

□ Decision Point 1: Admission to Teacher Education, Phase I/Block 1 usually completed in EL 312 or the secondary methods courses
□ Decision Point 2: Admission to Student Teaching, Phase II/Blocks 2 & 3
□ Decision Point 3: Completing of student teaching, based on the final student teacher/intern evaluation
□ Decision Point 4: Program completion

Rating for Decision Point 1 only includes the following conceptual framework dispositions:

Proficiency 1 of The Teachers College Conceptual Framework: Provides Service to Society
- Professionalism and ethical standards

Proficiency 3: Engages in Effective Practice
- a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed
- a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field

Rating for Decision Points 2-4 includes all twelve of the conceptual framework dispositions:

Proficiency 1: Provides Service to Society
- professionalism and ethical standards.
- respect for cultural and individual differences by providing equitable learning opportunities for all students.

Proficiency 2: Applies Interdisciplinary Scholarly Knowledge
- a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
- the belief that educating children and adults requires the integration of multiple kinds of knowledge.

Proficiency 3: Engages in Effective Practice
- a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
- a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.

Proficiency 4: Responds to Uncertainty and Change
- a commitment to challenge all students to learn and to help every child to succeed.
- an awareness of the larger social contexts within which learning occurs.

Proficiency 5: Relies on Self-Reflection
- a commitment to self-reflection to recognize in all students physical, cognitive, social, and emotional development.
- a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.

Proficiency 6: Belongs to Professional Community
- a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
- a willingness to learn from other professionals in the field.
Candidate’s ESU ID # (Auto Enters) Candidates Major (Current drop down list) 

Check the appropriate box below and add comments as needed including the applicable competency(ies) from above. Only one box may be checked.

☐ In the professional opinion of this candidate’s department, he/she suitably demonstrates the above dispositions needed to enter Phase I/Block 1 or Phase II/Block 3.
Comments:

☐ In the professional opinion of this candidate’s department, he/she needs improvement regarding some of the above dispositions needed for admission into Phase I/Block 1 or Phase II/Block 3. The candidate should be admitted into Phase I/Block 1 or Phase II/Block 3 and may need a contract.
Comments:

☐ In the professional opinion of this candidate’s department, he/she does not adequately demonstrate the above dispositions needed for admission into Phase I/Block 1 or Phase II/Block 3. The candidate should not be accepted into Phase I/Block 1 or Phase II/Block 3.
Comments:

Departmental Representative’s Name ____________________________ Date __________________

W:\TC\Faculty\AMSInfo\DispositionAssessmentOnlineFormAllPrograms