Advanced Candidate Disposition Assessment Notification Policy

1. Candidates will be given a copy of this policy, the “Advanced Candidate Disposition Assessment Timeline,” the “The Teachers College Disposition Assessment,” 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 and sustain 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.

________________________________________  ________________________
Candidate’s Signature                      Date

________________________________________  ________________________
Candidate’s Printed Name                   Candidate/Student E Number

________________________________________  ________________________
Candidate’s Local Address                  Candidate’s City, State, Zip

________________________________________  ________________________
Candidate’s Phone Number                   Candidate’s Campus E Mail

________________________________________  ________________________
Advisor or Faculty Signature              Date
Procedures for Disposition Assessment

1. Advisors inform candidates of the dispositions that will be assessed and the procedures for assessment at the earliest possible time—at the time of application, during their first meeting with their departmental advisor, or at a time specified by a department or The Teachers College. Candidates will be provided with a copy of the “Advanced Program Disposition Assessment Timeline,” “The Teachers College Disposition Assessment,” and if applicable, departmental disposition assessment form. The program coordinator will validate and obtain candidate signature on this document.

2. The advisor and, preferably, at least one other graduate faculty will validate acceptable dispositions at each decision point. If dispositions are unacceptable, the candidate will be put on a contract during a probation period or denied admission to the next phase of the program. The candidate may file an appeal if admission to the program, admission to practicum and/or internship or program completion is denied.

3. Whenever concerns or exemplary actions regarding dispositions arise, they will be documented by letter in the candidate’s file and discussed with the candidate. Dispositions will be assessed throughout coursework and included in the candidate’s file.

4. Decision Point 4 disposition assessment is done at program completion (and recommendation for licensure, if applicable).

Advanced 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 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 Disposition Assessment will be shared with the candidate</td>
<td>Department advisor or faculty member</td>
</tr>
<tr>
<td>Any concerns or exemplary actions identified or as required by department</td>
<td>Use Departmental form and discussing with candidate</td>
<td>Anyone</td>
</tr>
<tr>
<td>Admission to Program of Study (Decision Point 1)</td>
<td>Use Disposition Assessment Form</td>
<td>Department advisor or faculty member</td>
</tr>
<tr>
<td>Admission to Practicum/Internship (Decision Point 2)</td>
<td>Use Disposition Assessment Form</td>
<td>Department practicum/internship coordinator</td>
</tr>
<tr>
<td>End of Practicum/Internship (Decision Point 3)</td>
<td>Use Disposition Assessment Form</td>
<td>Department practicum/internship coordinator</td>
</tr>
<tr>
<td>Program Completion (Decision Point 4)</td>
<td>Use Disposition Assessment Form</td>
<td>Department and if applicable, licensure officer</td>
</tr>
<tr>
<td>Two years after licensure (Decision Point 5)</td>
<td>Follow-up Graduate Focus Group</td>
<td>Graduates and Employers</td>
</tr>
</tbody>
</table>
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 Program of Study
☐ Decision Point 2: Admission to Field Experience Activity: internship, practicum, action research or other approved PK-12 school related activity
☐ Decision Point 3: Completion of Field Experience Activity: internship, practicum, action research or other approved PK-12 school related activity
☐ 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.
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 for admission to the program, field experience admission, field experience completion, or program completion.
Comments:

☐ In the professional opinion of this candidate’s department, he/she needs improvement regarding some of the above dispositions needed for admission to the program, field experience admission, field experience completion, or program completion. The candidate should be admitted to the program on probation, provisionally admitted into the field experience and put on contract if warranted, repeat the field experience (or a portion) on contract, or redo the portion of the program that needs improvement in order to complete the program.
Comments:

☐ In the professional opinion of this candidate’s department, he/she does not adequately demonstrate the above dispositions needed for admission to the program, field experience admission, field experience completion, or program completion. The candidate is not admitted to the program, not admitted to field experience, removed from field experience, or removed from program.
Comments:

Departmental Representative’s Name________________________________________ date________________