

## **Disposition Assessment Procedures – Initial Program Candidates**

### **Armstrong Atlantic State University Professional Education Unit Disposition Assessment Procedures Initial Program Candidates**

#### **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 education process, and
7. commitment to collaboration with other professionals to improve the overall learning of students

#### **Procedures for Disposition Assessment**

1. Initial program candidates will be introduced to the desired dispositions and provided instruction about how those dispositions will be assessed at the earliest possible opportunity in classes (lower level education courses EDUC 2110, EDUC 2120, or EDUC 2130/ MAT courses EDUC 6000, etc.), during initial first meeting with the departmental or education advisor, or at a time specified by a department or the College of Education. Initial program candidates will be provided with a copy of the "Initial Candidate Disposition Assessment Timeline," the "Initial Candidate Assessment of Dispositions" and if applicable, specific departmental dispositions assessment forms.
2. Dispositions will be assessed and discussed with the initial program candidate at the time of admission to the College of Education (**Decision Point 1 – Phase I**), at the time of admission to Internship II (**Decision Point 2**), and throughout the Internship II experience. All data on initial program candidate dispositions will be reviewed at program completion (**Decision Point 3**), prior to recommendation for licensure. Initial program candidates will be provided a copy of all completed disposition forms. Concerns and exemplary actions will be considered as applicable at each decision point.
3. Anytime concerns or exemplary actions as related to disposition assessment occur, the concern or exemplary action will be documented in the initial program candidate's department files on a form provided by the College or one used by the

department after discussion with the initial program candidate. Initial program candidates will be provided a copy of completed forms.

4. If satisfactory progress toward meeting the dispositions outcomes is not demonstrated, an initial program candidate may not be allowed to move to the next step in the sequence of initial program decision points. If needed, the department will develop an initial program candidate **plan for improvement**. The initial program candidate may file an appeal if admission is denied at any point to the College of Education Appeal Committee.
5. A final assessment of initial program candidate dispositions is submitted at program completion and is required prior to recommendation for licensure.

## Disposition Assessment Timeline Guidelines – Initial Program Candidates

### Armstrong Atlantic State University Professional Education Unit

#### Dispositions Assessment Timeline Guidelines Initial Candidate

Component	When?	How?	By Whom?
Introduction/Review of Disposition Assessment	<p>Entry level education courses</p> <p>First meeting with department advisor</p> <p>Specified time by the major department or College</p>	<p>Introduction/Review of Disposition Assessment Procedures and signature of candidate</p> <p>Department and/or College of Education Standard Disposition Rubric will be shared with candidate</p>	<p>Lower level education course instructor</p> <p>Department advisor</p> <p>Department Head</p>
Addition of evidence reflective of initial program candidate disposition levels	<p>Any time concerns or exemplary actions are identified</p> <p>As required by department</p>	<p>Using Departmental and/or Professional Education Unit form</p> <p>Information discussed with initial program candidate</p> <p>Copies of evidence supplied to initial program candidates</p>	<p>PEU faculty, administrators, P-12 practitioners, or associated community stakeholders</p>
Review of evidence	<p>Admission to Candidacy in a department in the College of Education <b>(Decision Point 1)</b></p>	<p>Using Standard Disposition Rubric</p>	<p>Department Faculty</p>
Review of evidence	<p>Admission to Internship I prior to Internship II <b>(Decision Point 2)</b></p>	<p>Using Standard Disposition Rubric</p>	<p>Department Faculty</p>
Review of evidence	<p>End of Internship II &amp; Program Completion <b>(Decision Point 3)</b></p>	<p>Performance Outcomes Assessment Instrument</p>	<p>Department Faculty, College Supervisor, Cooperating Teacher/Mentor, associated community stakeholders</p>
Review of evidence	<p>Two years after licensure <b>(Decision Point 4)</b></p>	<p>Follow-up survey</p>	<p>Director of the Office of Educational Research, Assessment and Evaluation</p>

## **Initial Program Candidate Notification Policy**

### **Armstrong Atlantic State University Professional Education Unit**

## **Initial Program Candidate Notification Policy**

1. The initial program candidate will be given a copy of the policy "Initial Candidate Assessment of Dispositions," the "Initial Candidate Disposition Assessment Timeline," and if applicable, specific department disposition assessment forms. Initial program candidates must sign this statement as evidence that they understand the policy as written.
  - a. Copies of the policy will be available in the major department offices, College of Education Admissions and Certification office, and the Office of Field Experiences, as well as posted on the College of Education website for all incoming and transfer students intending to pursue teacher licensure.
  - b. Initial program candidates will be provided a copy of the policy during the entry level education courses (EDUC 2110, EDUC 2120, or EDUC 2130 or MAT courses such as EDUC 6000) and reviewed at the first meeting with the department or education advisor, or at a time specified by a department or the College of Education.
  - c. Initial program 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 candidate's permanent and departmental file.

### **Appeals Process**

The initial program candidate may appeal admission decisions for successive program steps to the Department Head. Appeals follow the Professional Education Unit Academic Appeal Process.

\_\_\_\_\_  
Candidate's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor's Signature

\_\_\_\_\_  
Date

**Initial Program Candidate Assessment of Disposition Form**

**Armstrong Atlantic State University  
Professional Education Unit  
Initial Program Candidate Assessment of Disposition Form**

**Candidate** \_\_\_\_\_

**Advisor** \_\_\_\_\_

**Date** \_\_\_\_\_

**The initial program 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. A rating of Proficient would require that all indicators can be answered with "Yes". A rating of Basic would be assigned if 2/3rds of the indicators are answered "Yes".

<b>The initial program candidate demonstrates:</b>	<b>Not Observed</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>
<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 strength 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:				