

Disposition Assessment Procedures
Education Program Pre-Service Teacher Candidates
Lindenwood University
Education Division

Dispositions to be Assessed from the Lindenwood University Conceptual Framework

Pre-service teacher candidates will:

- A. demonstrate a strong commitment to high ethical standards and professionalism.
- B. demonstrate a desire to analyze concepts and clinical practices.
- C. demonstrate a confidence to experiment with, evaluate, and to initiate innovative practices and programs.
- D. demonstrate a commitment and desire for ongoing and lifelong learning through active membership in professional organizations as well as through classroom research, assignments, and practical application of best practices particularly in their field.
- E. demonstrate a belief in and dedication to having high expectations for all learners.
- F. demonstrate a respect for diversity including cultural and individual differences by providing equitable learning opportunities for all and creativity in embracing differences as enrichment opportunities.
- G. demonstrate a commitment to collaborative efforts with all partners in the educational process including student, colleagues, family, and community members to insure optimal learning opportunities for all students.
- H. demonstrate a basic understanding of the content areas which apply to their teaching fields.

Procedures for Lindenwood University's Education Division Disposition Assessment

1. Pre-service candidates will be informed of the dispositions which will be assessed during their first class, EDU110, Orientation to Education, EDU500, Foundations of K-12 Education, or at the Orientation Seminar (for those who transfer in the Orientation to Education credit). This will also be discussed by education advisors at the first meeting with the candidate as the pre-service teacher's program is being developed. Candidates will be provided with a copy of these procedures including the "Pre-Service Teacher Candidate Disposition Assessment Timeline" and the "Pre-Service Teacher Candidate Disposition Assessment Instrument".
2. Dispositions will be assessed and discussed with the candidate at the time of admission into the Education Division Teacher Education Program. This includes the successful passing of the C-Base in all content areas for undergraduate candidates and the C-Base or PRAXIS II for graduate candidates as well as the "Pre-Service Teacher Candidate Disposition Assessment Instrument". The "Pre-Service Teacher Candidate Disposition Assessment Instrument" will also be completed during student teaching. All data will be reviewed at program completion (recommendation for certification) and a final assessment of disposition will be completed. Pre-service teacher candidates will be given copies of completed forms and copies will be included in the candidates' Education Division files. Advisors will discuss the completed assessment instruments with the candidate.
3. Whenever there is a concern or an exemplary action regarding a pre-service teacher candidate's disposition, documentation will be written, discussed with the candidate by the appropriate faculty member or advisor, and kept in the pre-service candidate's Education Division file. Candidates will be provided a copy of all completed disposition forms and documentation. Concerns and exemplary actions will be considered as applicable at each decision point.
4. If a pre-service teacher candidate has not made satisfactory progress toward meeting the disposition outcomes, he or she will not be allowed to move to the next step in the program. (See Pre-Service Teacher Candidate Disposition Assessment Timeline "When" benchmarks.) If necessary, a "plan for improvement" for the pre-service teacher candidate will be developed jointly by representatives of the Education Division as well as representatives of other divisions if necessary.
5. The pre-service teacher candidate may file an appeal if admission or continued progress is not permitted.

Lindenwood University
Education Division

Pre-service Teacher Candidate Disposition Notification Procedures

1. The pre-service teacher candidate will be given a copy of the Education Division Disposition Assessment Procedures including the "Pre-Service Teacher Candidate Disposition Assessment Timeline" and the "Pre-Service Teacher Candidate Disposition Assessment Instrument". He or she must sign this statement indicating that he or she understands the procedures as written.
 - a. Copies of the procedures will be available in the Education Division Office and with all Education Division advisors.
 - b. Pre-service teacher candidates will be informed of the dispositions which will be assessed during their first class, EDU110, Orientation to Education, EDU500, Foundations of K-12 Education, or at the Orientation Seminar (for those who transfer in the Orientation to Education credit). This will also be discussed by education advisors at the first meeting with the candidate as the pre-service teacher's program is being developed. Candidates will be provided with a copy of these procedures including the "Pre-Service Teacher Candidate Disposition Assessment Timeline" and the "Pre-Service Teacher Candidate Disposition Assessment Instrument".
 - c. Pre-service teacher candidates will be informed that they must meet all criteria listed in the C-Base/PRAXIS II and "Pre-Service Teacher Candidate Disposition Assessment Instrument" form.
2. Signed statements will be kept in the pre-service teacher candidate's Education Division file.
3. The pre-service teacher candidate may appeal admission and continuation decisions to the Dean of the Education Division. Appeals will follow the Lindenwood University appeals process.

I have received a copy of the Education Division Disposition Assessment Procedures including the "Pre-Service Teacher Candidate Disposition Assessment Timeline" and the "Pre-Service Teacher Candidate Disposition Assessment Instrument". I have had the opportunity to discuss these procedures with my academic advisor and/or a faculty member of the Education Division.

Candidate's Signature

Date

Advisor's Signature

Date

Pre-Service Teacher Candidate Disposition Assessment Timeline

When:	How:	By Whom:
First meeting with division advisor or during EDU 110, EDU 500 or Orientation Seminar	Review of Pre-Service Teacher Candidate Disposition Procedures. Candidate signs the Disposition Procedures form. C-BASE, PRAXIS II, and "Pre-Service Teacher Candidate Disposition Assessment Instrument" rubric will be shared with candidate.	Instructors of EDU 110, EDU 500, Orientation Seminar, and Education Division Advisor.
During EDU 110, EDU 500 or Orientation Seminar	Pre-Service Teacher Candidate complete the "Application for Admission into the Teacher Education Program"	Instructors of EDU 110, EDU 500, Orientation Seminar, and Education Division Advisor.
Prior to completion of 15 education hours.	Pre-Service Teacher Candidate must: pass the C-BASE in all areas for undergraduate and graduate elementary education majors. <u>Or</u> pass the PRAXIS II in their content areas for graduate secondary education majors.	Education Division Administrative Assistants.
Prior to Admission to the Teacher Education Program	Completion of the "Pre-Service Teacher Candidate Disposition Assessment Instrument." Information discussed with pre-service teacher candidate.	Education Division advisor with the help of appropriate faculty members.
Anytime concerns or exemplary actions are identified.	Concerns or exemplary actions are documented and discussed with the pre-service teacher candidate.	Education Division advisor or appropriate faculty member.
Prior to Student Teaching.	Pass PRAXIS II (undergraduate and graduate)	Education Division Administrative Assistants.
During Student Teaching	Complete "Pre-Service Teacher Candidate Assessment Instrument." Information shared with pre-service teacher candidate.	Student Teaching supervisor, Lindenwood Faculty, Cooperating Teacher.
Program Completion	Complete Portfolio Review Disposition Data	Student Teaching supervisor, Lindenwood Faculty, Cooperating Teacher, Division Administrative Assistants, Dean of Education Division

Pre-Service Teacher Candidate Disposition Assessment Instrument

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
I. Commitment to Professionalism and Ethical Standards	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:				
II. Desire to Analyze/Evaluate Concepts and Clinical Practices, to Experiment and to Evaluate and/or Initiate Innovative Practice	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:				
III. Dedication to Life-Long Learning by Participating in Professional Organizations and by Being Current with Research in Their Field	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:				
IV. Belief in Having High Expectations for All Learners	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:				
V. Respect for Cultural and Individual Differences by Providing Equitable Learning Opportunities for All	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:				
VI. Desire to Communicate with Family & Community Members to Make Them Partners in Education	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:				
VII. Commitment to Collaboration with Other Professionals to Improve the Overall Learning of Students	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:				