

DISPOSITIONS OF CANDIDATES

The function of the Whitlowe R. Green College of Education (WRGCOE) is to prepare candidates to be practitioners who possess the knowledge and skills of their profession and the values to use that knowledge in a way that will positively impact schools and the larger community. Faculty in the College of Education are guided in this pursuit by the mission of the university, the Conceptual framework of the college, the core values of College of Education, the general education requirements of the University, and the content, teaching, administrative, and counseling standards of the State of Texas, as well as the national professional organizations.

The WRGCOE defines dispositions as patterns of professional behaviors shown toward students, families, colleagues, and other members of learning communities. These dispositions affect student learning, motivation, and development in addition to having an impact on the candidate's professional growth. In addition to skill related standards evaluated using programmatic assessments, the unit committees have agreed upon professional dispositions that reflect the core values of the Unit. These twelve core values outline the dispositions that the faculty, unit, and professional community value in teachers and other professional school personnel and are directly related on to the Conceptual framework of the Unit. All candidates in the College of Education, both at the initial and advanced levels, are expected to demonstrate these dispositions. Each candidate's disposition is assessed by the candidate as well as the course instructor in order to ensure consistency and minimize bias. The results are a data set composed of the compounded average of a self-assessment by the candidate's and the course instructor's assessment (see attached tables).

Disposition evaluations for graduates have been conducted for spring, summer, and fall 2008 and is The attached table provides a summary of our initial candidates' disposition for Spring 2008. Similar measurements were conducted for summer and fall 2008 and available in true outcomes and the exhibit room. The roman numerals in the table correspond to the numbering of the questions on the disposition instrument for initial candidates. The results of the analyses of our initial candidates' dispositions indicate that on the scale (0 = unacceptable, 1 = acceptable, and 2 = target) over 98% are acceptable or are on target on every disposition assessed, and 99% are acceptable or are on target on the overall average disposition for each of the initial programs. The minimum average value for the programs is 1.60 on a scale of 2.00. Follow up with individual candidates who were assessed as unacceptable are conducted to address areas of weaknesses.

	Initial Graduate Dispositions												
Program/ Department	1	2	3	4	5	6	7	8	9	10	11	12	Average Program Disposition
Curriculum & Instruction													
Target	391	428	409	413	346	323	367	375	419	416	383	470	395
Acceptable	143	101	128	125	180	194	147	156	112	108	150	64	134
Unacceptable	2	2	3	0	5	7	8	2	2	1	2	0	3
Mean	1.73	1.80	1.75	1.77	1.64	1.60	1.69	1.78	1.78	1.79	1.71	1.88	1.70
Standard Dev.	0.45	0.41	0.45	0.42	0.50	0.52	0.50	0.42	0.42	0.41	0.46	0.33	0.40
Health & Human Performance													
Target	737	834	779	791	685	671	695	684	753	802	703	818	746
Acceptable	449	345	406	396	462	471	458	479	412	374	451	346	420
Unacceptable	18	23	19	18	35	42	28	22	18	15	29	11	23
Mean	1.60	1.67	1.63	1.64	1.55	1.53	1.56	1.56	1.62	1.66	1.57	1.69	1.60
Standard Dev.	0.52	0.51	0.51	0.51	0.55	0.57	0.53	0.53	0.52	0.50	0.54	0.48	0.50