

Advanced-Level Candidate Dispositions Assessment

2024-2025

Data Analysis

During the 2024–2025 academic year, school-based professionals evaluated advanced-level candidates during clinical experiences using a dispositions rubric aligned with CAEP Advanced-Level Standard RA1.1 and relevant ISTE educator standards. The total sample size for the evaluation was $n = 25$ candidates. Evaluators rated candidates across thirteen professional dispositions using a three-point scale consisting of Meets Expectations (3), Developing (2), and Needs Improvement (1). Overall, results indicate consistently strong professional performance among advanced-level candidates, with mean scores ranging from ($m = 2.88$) to ($m = 3.00$) across all indicators. Importantly, no candidates were rated as needing improvement on any of the dispositions, indicating that all candidates demonstrated at least developing or expected levels of professional behavior during their clinical experiences.

Several dispositions demonstrated perfect performance, with 100% of candidates meeting expectations and mean scores of ($m = 3.00$). These included promoting a positive learning environment, demonstrating a commitment to equitable and inclusive practice, modeling behaviors that promote acceptance of others, interacting professionally with students, parents, guardians, colleagues, and other stakeholders, using technology in an ethical manner, and effectively using technology resources applicable to their field or discipline. These results suggest that advanced-level candidates consistently demonstrate professional behaviors associated with ethical practice, inclusive learning environments, and appropriate technology integration, which are critical expectations for professionals in advanced educational and leadership roles.

Additional dispositions also demonstrated very strong performance with only minor variation. Candidates were evaluated on their ability to promote evidence-based practices to meet the needs of learners ($m = 2.92$), use appropriate data to inform professional decisions ($m = 2.92$), and apply theory and current research to professional practice ($m = 2.92$). For each of these indicators, 23 candidates (92%) met expectations and 2 candidates (8%) were rated as developing, indicating that the vast majority of candidates demonstrate strong competence in integrating research, evidence-based practices, and data-informed decision-making into their professional work.

Similarly strong results were observed for modeling the ethical standards expected of the profession ($m = 2.96$) and promoting the use of technology to improve student learning ($m = 2.96$), with 24 candidates (96%) meeting expectations and 1 candidate (4%) rated

as developing for each indicator. These findings indicate that candidates consistently demonstrate ethical professional conduct and appropriate use of technology to support learning and professional practice.

Two dispositions reflected slightly lower, though still strong, mean scores. Candidates’ commitment to continuing professional growth and development (m = 2.88) and modeling reflective practice (m = 2.88) were each rated as meeting expectations for 22 candidates (88%), with 3 candidates (12%) rated as developing. While the majority of candidates clearly demonstrate these dispositions, the results suggest an opportunity for continued emphasis on reflective practice and sustained professional learning within advanced-level clinical experiences.

The evaluation results from school-based professionals indicate that advanced-level candidates consistently demonstrate strong professional dispositions aligned with CAEP Advanced-Level Standard RA1.1 and ISTE professional standards. With no candidates rated as needing improvement and mean scores consistently approaching the highest rating level, the data provide evidence that candidates are well prepared to engage in ethical, collaborative, and inclusive professional practice while effectively integrating research, data-informed decision making, and technology into their work in educational settings.

Table 1: Advanced-Level Candidate Disposition Evaluations

Disposition	Mean	Meets Expectations (3)	Developing (2)	Needs Improvement (1)	NA
Promote Evidence-Based Practices to Meet the Needs of Learners (CAEP RA1.1a, RA1.1b, ISTE 1a)	2.92	23 (92%)	2 (8%)	0	0
Use Appropriate Data to Inform Professional Decisions (CAEP RA1.1a, RA1.1b, ISTE 7c)	2.92	23 (92%)	2 (8%)	0	0
Promote a Positive Learning Environment (CAEP RA1.1c, ISTE 2a-b)	3.00	25 (100%)	0	0	0
Model the Ethical Standards Expected of the Profession (CAEP RA1.1f, ISTE 3c)	2.96	24 (96%)	1 (4%)	0	0
Demonstrate a Commitment to Equitable and Inclusive Practice (CAEP RA1.1c, ISTE 2b, 5a)	3.00	25 (100%)	0	0	0
Model Behavior that Teaches and Promotes Acceptance of Others (CAEP RA1.1c, ISTE 4d)	3.00	25 (100%)	0	0	0

Disposition	Mean	Meets Expectations (3)	Developing (2)	Needs Improvement (1)	NA
Continue to Grow and Develop Professionally (CAEP RA1.1f, ISTE 3a)	2.88	22 (88%)	3 (12%)	0	0
Apply Theory and Current Research to Professional Practice (CAEP RA1.1f, ISTE 1c)	2.92	23 (92%)	2 (8%)	0	0
Interact Professionally with Students, Parents/Guardians, Colleagues, and Other Stakeholders (CAEP RA1.1d, ISTE 2a)	3.00	25 (100%)	0	0	0
Model Reflective Practice (CAEP RA1.1f, ISTE 7b)	2.88	22 (88%)	3 (12%)	0	0
Use Technology in an Ethical Manner (CAEP RA1.1f, ISTE 3d)	3.00	25 (100%)	0	0	0
Effectively Use Technology Resources Applicable to their Field/Discipline (CAEP RA1.1e, ISTE 6a-d)	3.00	25 (100%)	0	0	0
Promote the Use of Technology to Improve Student Learning (CAEP RA1.1e, ISTE 5a-c)	2.96	24 (96%)	1 (4%)	0	0