

Teacher Education Program Dispositional Assessment Process

Updated Fall 2016

Overview

The Educator Preparation Program at Winthrop University has identified four professional dispositions that all educators should embody: *Commitment, Integrity, Communication, and Fairness*. Teacher Candidates are expected to develop these dispositions and demonstrate them across experiences at Winthrop. Winthrop faculty and school partners will provide feedback on, support for, and evaluation of demonstrated behaviors as they relate to these professional dispositions. Failure to address concerns or lack of demonstration can affect a candidate's admission to the Teacher Education Program, matriculation through the Teacher Education coursework and field components, and ultimately the recommendation for certification and completion of a teacher education program.

All stakeholders can review examples of positive demonstration as well as example behaviors that require improvement on the Disposition Resource Page (<http://www.winthrop.edu/coe/default.aspx?id=12866>).

Student Notification of Dispositional Expectations

A discussion of dispositions begins in EDUC101 and EDUC601 and in all subsequent courses requiring a field component. Discussions of dispositional expectations are also included in presentations at recruitment events, orientation, and Welcome Week meetings. Information sessions on the admission to Teacher Education Program processes and the Riley College of Education website highlight dispositional expectations for teacher candidates. Programs are encouraged to follow-up on collective efforts through early coursework, meetings, and advising sessions.

Tiered System

Tier 1: The system begins with a formative process in which areas of acceptable behaviors as well as areas for improvement are noted at key points before and after admission to the Teacher Education Program. Such feedback and suggested reflection is communicated and monitored through the Professional Dispositions Student Assessment (PDSA) and field evaluation forms (aligned with disposition categories). Feedback and reporting is reviewed formally at the time of the Teacher Education Admission review, before internship experiences, and before a recommendation for program completion. In situations where behaviors that require improvement are noted in a course not using the PDSA, a Dispositions Intervention form is completed to document concern and actions taken.

Tier 2: If formative feedback and/or required teacher candidate reflection do not address previous areas of concern or if an action requires attention beyond Tier 1 procedures, intervention is required through a meeting with the instructor followed by notification, review, and appropriate action involving the program, disposition committee, chair, and/or dean. Such action is documented through a Dispositions Intervention form or a contract for field-based work.

Tier 3: This tier is considered reactionary. If a behavior is significant and is considered incompatible with the expectations of teacher professionalism, punitive action may be taken by the program, dean, and/or university. Such action is documented through a Dispositions Intervention form, which may include outside documentation of other processes at the university (such as, a disciplinary hearing or report of academic misconduct). The result of the Tier 3 process can include a formal action plan for improvement, removal from fieldwork, and/or dismissal from the teacher education program.

Professional Dispositions Student Assessment

Tier 1: Use of the PSDA is required in EDUC200 and EDUC220. Instructors will be required to provide teacher candidates with a formal evaluation on the assessment no later than the last day of the course in order to facilitate time for the teacher candidate to address the reflection or meeting requirements indicated in the assessment. Instructors are strongly encouraged in full semester courses to provide feedback at midterm on areas that the teacher candidate should address immediately or that stand out as strengths. Further, feedback from the mentor teacher when available should inform the final evaluation. Final evaluation data will be collected in LiveText and will be used at the time of Teacher Education Admission decisions. Other instructors can choose to use the PSDA in coursework to provide additional formative feedback throughout the Teacher Education Program.

Tier 2 and Tier 3: When an evaluation or the response to an evaluation using the PSDA indicates a more significant concern, the faculty member should use the Dispositions Intervention Form to document concerns and actions.

Dispositions Intervention Form

Tier 1: In cases where a faculty member has addressed a behavior that needs improvement, but the course did not include a formal PDSA evaluation, the Dispositions Intervention Form should be used to document processes and plans. The faculty member will provide a summary of concerns that note specifically the behaviors observed and indicate the actions recommended to the teacher candidate for improvement. Teacher Candidates should be directed to the expectations and resources provided at <http://www.winthrop.edu/coe/default.aspx?id=12866>. As this would be considered a Tier 1 incident, the faculty member and teacher candidate acknowledge the discussion and suggested improvement actions and the faculty member delivers the signed form to Student Academic Services as a record. The meeting with the teacher candidate should be scheduled within 10 days of the triggering event but no later than the date of the final exam. This form will be available for review at all transition points and Student Academic Services will notify the program director by email that a Tier 1 process was initiated.

Tier 2: In cases where an intervention (beyond a meeting between the faculty member and teacher candidate) is required the following procedure should be followed in relationship to documentation and action.

1. A faculty member indicates the criteria being addressed, describes the concern noting specific behaviors, and recommends a remediation or action plan for the candidate. The faculty member should attach appropriate supporting documentation as needed.
2. A meeting involving the candidate and faculty member must occur. Although a reporting timeline should be followed that encourages immediate review of the candidate's action with the hope that improvement can begin, all incidents and related first stage meetings must occur within 10 days of the incident and no later than 10 days after submission of the grades.
3. At the time of the meeting the faculty member and candidate must sign and date the documentation, initialing attachments, to indicate that the information was shared.
4. The signed form should be delivered to Student Academic Services in order to enter the incident in the dispositions database. Student Academic Services will notify the program director and copy the chair that a Tier 2 process has been initiated and documentation will then be delivered to the program director for next steps. The department chair must formally review the form before it is returned to Student Academic Services*, but the program director should coordinate plans for interventions as required with the chair throughout the process.

5. The teacher candidate may submit documentation to Student Academic Services for review by the chair, program director, and/or program committee up to 5 days after the meeting. The documentation will become part of the official record.
6. Both the program director and chair have the opportunity to support the faculty member's recommended action and/or add additional recommendations.
7. In cases where any one of the individuals involved in the review (faculty member, candidate, program director, or chair) recommend further review or action by the program committee, the program director will be notified in order to establish a review meeting which must include a representative from the Disposition Committee as an outside observer.
8. The final report and documentation should be returned to Student Academic Services so that the documentation will become part of the teacher candidate record.

*A copy of the original documentation will be maintained in the teacher candidate file throughout the process and the Director of Student Services will be notified of the process.

Tier 3: As the outcomes of a Tier 3 process will likely affect the teacher candidate's progress toward a degree, it is imperative that the program committee, program director, and chair work together on suggested actions and keep the Director of Student Academic Services informed. Although the faculty member initiating the process is required to meet with the student, when significant concerns arise the faculty member may choose to include the program director, chair, and/or another colleague in the initial meeting as an observer. In general the procedures for Tier 2 and Tier 3 actions are consistent with an added emphasis on working together to address the issue quickly. Further, the Director of Academic Services and/or the chair will make the Dean aware of the issue throughout the process and the Dean will have the option of reviewing materials and providing guidance as needed. Any action that results in the removal of a student from a program will require consultation with the Dean and well-documented evidence that the action is warranted.

Dispositional Issues Requiring Contract for Fieldwork

Although in general the procedures remain the same when a report is related to field work there are two primary differences.

1. When a Dispositions Intervention Form includes incidents in a field placement, the Office of Field and Clinical Experience will be notified by Student Academic Services.
2. When a contract is developed in collaboration with the Office of Field and Clinical Experience, a Dispositions Intervention Form is not required but can be used if further evidence is desired. Instead, the Office of Field and Clinical Experience will notify the Office of Student Academic Services at the beginning of the process, the incident will be entered into the dispositions database, other dispositional reports will be made available as requested, and a copy of the final signed contract will be placed in the teacher candidate's record.

Final policy was developed in collaboration with the membership of the Educator Preparation Provider Faculty and the Dispositions Committee in Spring 2016 for initial implementation beginning in Fall 2016. Further review and development will occur during the 2016-2017 with full implementation by Fall 2017.