



Professional Dispositions Plan

for Professional Education Programs at UNC Charlotte

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Professional Dispositions For Professional Education Programs at UNC Charlotte

The mission of the professional education programs at UNC Charlotte is to prepare highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by having a positive impact on children, youth, families, communities, and schools. In order to reach this end, candidates must couple their knowledge and effective skills with a clear commitment to children, families, colleagues, schools, and communities, and the profession. Professional educators must demonstrate commitment to ethics, leadership, collaboration, advocacy, and continuous growth in order to have a positive impact on others. (Conceptual Framework of Professional Education Programs at UNC Charlotte, 2011). Professional dispositions and behaviors that exhibit this commitment include:

Impact

- Demonstrate the belief that all individuals can succeed
- Provide encouraging feedback to all individuals
- Respect and respond to individual needs
- Provide equitable learning and development opportunities for all
- Promote positive outcomes based on assessment results

Professional Identity and Continuous Growth

- Maintain positive attitudes in academic and professional settings
- Demonstrate professional appearance
- Act on constructive feedback from others
- Conduct self-assessments through reflection to overcome limitations and enhance strengths
- Demonstrate self-initiated learning
- Communicate effectively and appropriately
- Show punctuality in meeting academic and professional obligations

Leadership

- Create opportunities for the mutual benefit of all involved
- Promote positive change through personal interactions, organizations, communities, and the profession
- Initiate, suggest, and contribute in appropriate ways
- Maintain knowledge of and disseminate information about current research and best practices

Advocacy

- Support and empower individuals from diverse backgrounds
- Include families and other stakeholders in planning for individual success
- Advocate for the social, emotional, physical, educational, behavioral, and basic needs of others
- Demonstrate empathy, professional self-confidence, fairness, persistence, problem-solving, and appropriate risk-taking on behalf of others

Collaboration

- Respond respectfully to individual perspectives and differences of others
- Engage in culturally responsive practices in interactions with learners, families, communities, and colleagues
- Share information and ideas with others
- Cooperate with university, school, and community personnel
- Collaborate to resolve differences and solve problems respectfully and reflectively

Ethics

- Demonstrate honesty, integrity, fairness, respect for others and confidentiality
- Comply with laws, policies, and procedures
- Accept responsibility for personal actions and behaviors
- Follow professional codes of ethics and the UNC Charlotte Code of Academic Integrity and Student Responsibility
- Disclose any unlawful activity upon application to and throughout the program
- Pass criminal background checks and drug screening, as required
- Create and maintain appropriate interpersonal relationships in all settings



**Procedures for Teaching/Informing/Coaching/Remediating/Assessing Professional Dispositions
In Professional Education Programs**

The mission of the professional education programs at UNC Charlotte is to prepare highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by having a positive impact on children, youth, families, communities, and schools. In order to reach this end, candidates must couple their knowledge and effective skills with a clear commitment to children, families, colleagues, schools, and communities, and the profession. Professional educators must demonstrate commitment to ethics, leadership, collaboration, advocacy, and continuous growth in order to have a positive impact on others. (Conceptual Framework of Professional Education Programs at UNC Charlotte, 2011).

The professional dispositions and behaviors that exhibit this commitment are described in the include:

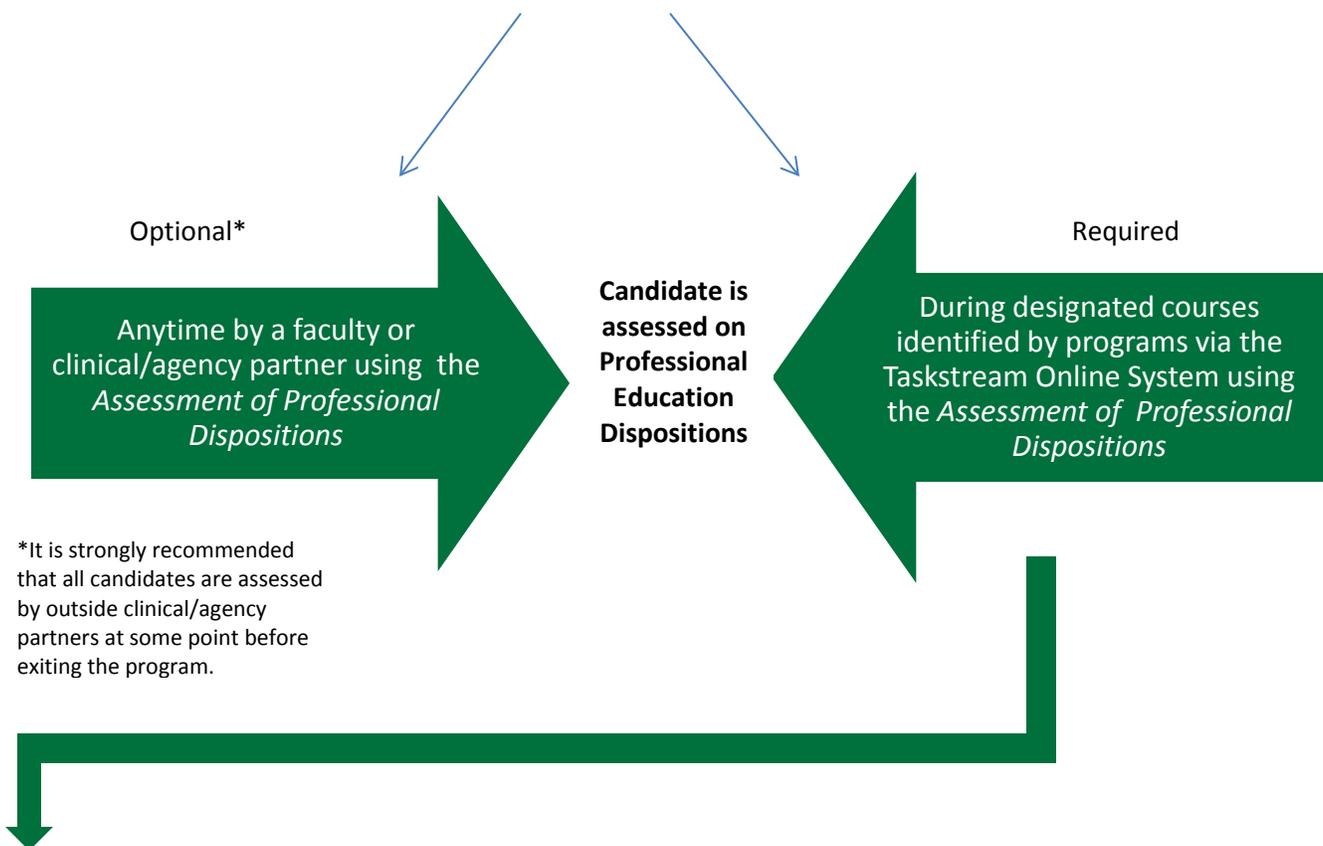
1. Impact
2. Professional Identity and Continuous Growth
3. Leadership
4. Advocacy
5. Collaboration
6. Ethics

Entry, Midpoint, and Completion Assessment Overview

ENTRY Instruction and Assessment	MIDPOINT Instruction and Assessment	Program COMPLETION Assessment
Undergraduate and Graduate Certificate Programs for Initial Teacher Candidates		
<ul style="list-style-type: none"> • Professional dispositions introduced and taught in prerequisite course • Candidates complete the Commitment Statement • Candidates complete self-assessment • Faculty initiated plan of action (as needed) 	<ul style="list-style-type: none"> • Review of professional dispositions • Candidates reaffirm the Commitment Statement • Faculty assessment of candidate dispositions • Classroom teacher assessment of candidate dispositions • Faculty initiated plan of action (as needed) 	<ul style="list-style-type: none"> • Candidate demonstration of professional dispositions during student teaching • Faculty assessment of candidate dispositions • Cooperation teacher assessment of candidate dispositions • Faculty initiated plan of action (as needed) • Review of all disposition data
Advanced Programs for Teacher Candidates and Other School Personnel		
<ul style="list-style-type: none"> • Professional dispositions introduced during application process and/or early coursework • Candidates complete self-assessment • Faculty initiated plan of action (as needed) 	<ul style="list-style-type: none"> • Review of professional dispositions • Faculty assessment of candidate dispositions • School or agency partner assessment of candidate dispositions • Faculty initiated plan of action (as needed) • 	<ul style="list-style-type: none"> • Candidate demonstration of professional dispositions in professional setting • Faculty assessment of candidate dispositions • School or agency partner assessment of candidate dispositions • Faculty initiated plan of action (as needed)
In addition, any faculty member and /or school partners may assess, coach, and remediate candidate professional dispositions at any point in the program.		

Procedures – When and How Are Candidate Dispositions Assessed?

Candidates are assessed on dispositions in **one of two ways**:



*It is strongly recommended that all candidates are assessed by outside clinical/agency partners at some point before exiting the program.

1. Dispositions for candidates will be assessed at three points, referred to as "dispositional decision points," within programs using the *Assessment of Professional Dispositions* document. The three dispositional decision points will include: a) a program-designated course that candidates take early in the program ("entry point"), b) a program-designated course that occurs prior to admission to student teaching or about when a candidate has typically completed approximately half of the program courses ("midpoint"), and c) during the final semester ("exit point").

- A. **Entry Point:** Candidates will be introduced to professional dispositions, as well as the procedures for assessment of dispositions, within the entry point course. For undergraduates, this course will be the program-specific prerequisite course for admission to Teacher Education. Candidates will be provided information for accessing the Professional Dispositions Plan for Professional Education Programs at UNC Charlotte (available on the College of Education website).

During the entry point course, candidates will complete the first of two dispositions self-assessments using the *Assessment of Professional Dispositions* and indicate their commitment to displaying professional dispositions. Candidates will use the Taskstream Online System for this purpose (Help Sheets for this task are available on the College of Education Dispositions Website). Instructors will assess candidates **ONLY** on their timely completion of these assignments at the entry point.

- B. **Midpoint:** Programs will designate one program course as a second dispositional decision point. For initial teacher licensure candidates, this course occurs prior to candidate admission to student teaching/graduate internship. Professional dispositions and procedures will be reviewed in the course. Candidates will complete the second of two dispositions self-assessments using the *Assessment of Professional Dispositions*

and reaffirm their commitment to professional dispositions. Candidates will use the Taskstream Online System for this purpose (Help Sheets for this task are available on the College of Education Dispositions Website). **The course instructor will assess professional dispositions for each candidate using the Assessment of Professional Dispositions document rubric and record these ratings in Taskstream at the midpoint.**

For undergraduate candidates, classroom teachers will be asked to assess candidate dispositions during the first semester of the yearlong internship. Programs may ask P-12 partners to assess candidate dispositions during another designated intensive clinical experience. The Assessment of Professional Dispositions document will be used for this purpose. These ratings will be recorded within Taskstream, if possible.

- C. Exit: **Final dispositions assessments will be recorded on each candidate during a course taught at the end of the program, preferably the capstone course.** For initial licensure teaching candidates, the university supervisor and the cooperating teacher or principal will assess candidate dispositions during student teaching/graduate internship using the Assessment of Professional Dispositions document and record these ratings within Taskstream.

Anytime: Faculty and school/agency partners may assess, coach, and remediate candidate professional dispositions at any point in the program.

School/agency partner participation: School/agency partner input regarding candidate dispositions is invaluable, and that input is welcomed by the College of Education. School/agency partners who have concerns regarding candidate dispositions are asked to complete the Assessment of Professional Dispositions document on the candidate in question **by engaging in these processes with the assistance of university faculty member** (the candidate's course instructor or faculty from the Office of Field Experiences would be obvious choices to facilitate this).

2. Additional means of assessing professional dispositions unique to individual program may be developed and delivered in conjunction with the Assessment of Professional Dispositions document. Documentation of such assessments, as well as the processes for teaching and assessing the program-specific dispositions, must on file in the department and with the College Dispositions Coordinator on behalf of the Office of the Senior Associate Dean of the College of Education.

Procedures – What happens when a rating of “Needs Improvement” is noted on a candidate’s assessment?

In keeping with the values articulated in the College of Education Conceptual Framework, dispositional expectations for education candidates at UNC Charlotte are a central tenet of our programs. The vast majority of our candidates emerge as highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by having a positive impact on children, youth, families, communities, and schools. However, occasionally there is a need to remediate candidates on the dispositional requirements of the profession. These procedures outline the process for tracking candidate dispositions within the College of Education.

Candidates may receive a rating of “Needs Improvement” in one of two ways:

1. From a program-midpoint course assessment as recorded in Taskstream
When a candidate receives a rating of "Needs Improvement" in any area on a program-midpoint dispositional course assessment (as indicated on the Taskstream-generated report), the candidate will receive an email from the College Dispositions Coordinator stating that this has occurred, and that at least one rating of “needs improvement” has been recorded for the candidate. Dispositional program-midpoint results may be reviewed by course instructor, the College Dispositions Coordinator, department chairs, program coordinators, or faculty from the Dean’s office.

If the nature of the “needs improvement” area for the candidate is such that further intervention is warranted, any of these faculty may request a conference with the candidate to directly discuss the issue OR initiate a Professional Disposition Plan of Action OR both. If a conference is called or a Plan of Action is initiated, the department dispositions faculty coordinator and the College Dispositions Coordinator should be provided a copy of all documentation. It is expected that course instructors will be diligent in coaching, informing, and remediating candidates on Professional Education Dispositions.

2. From a faculty member OR school/agency partner **outside** of a midpoint-course Taskstream assessment: When a candidate receives a rating of "Needs Improvement" in any area from an assessment by a faculty member or a school agency / partner outside of a designated Taskstream dispositions course, the faculty member will conference with the candidate to discuss the concern and provide guidance for improvement. The faculty member or the candidate may request assistance from the department chair, department faculty coordinator for dispositions, advisor, or other faculty member in conferencing with the candidate. **The conference and any outcomes should be documented on the *Assessment of Professional Dispositions*.** If a school/agency partner has submitted this rating to a faculty member, that school/agency partner may be asked to provide additional details to allow all parties to fully understand the articulated concern. Candidates will receive a copy of all completed disposition assessment forms. A copy of all documentation should be shared with the department dispositions faculty coordinator and the College Dispositions Coordinator.

In the event that a negative rating is given by school or agency personnel during a candidate's early clinical experiences, a faculty member from the Office of Field Experiences (OFE) may initiate a conference with the student in consultation with the departmental faculty coordinator for dispositions or with the College of Dispositions Coordinator or both. The OFE faculty member will provide the department dispositions faculty coordinator with a copy of all documentation regarding the dispositional concern. A copy of all documentation will also be shared with the College Dispositions Coordinator.

Formulating a Professional Dispositions Plan of Action

In many cases, making the candidate aware of the dispositional concern may be all the remediation needed to correct the behavior. In other, more serious cases, the dispositional remediation process may include additional activities/strategies as are appropriate to the situation. In such cases, a Dispositions Plan of Action should be developed and used.

The faculty member should use the Professional Disposition Plan of Action to outline any long-term strategies or activities that may be required of the candidate in addressing the disposition concern. **This includes any dispositions issue that is ongoing in nature and does not appear to be resolved with a single conference with the candidate.** The Professional Dispositions Plan of Action will include the candidate's expected behavioral changes and responsibilities and outline any additional supports to be provided by the faculty. The Professional Disposition Plan of Action may require the faculty member to periodically follow-up with the candidate until the remediation process is complete. All parties will sign to indicate understanding of and adherence to the coaching and remediation activities indicated in the plan. Candidates will receive a copy of all completed Professional Disposition Plan of Action forms. The faculty member will provide the department dispositions faculty coordinator and the College Dispositions Coordinator with a copy of all documentation regarding the dispositional concern. **Forms for the Professional Dispositions Plan of Action are available on the COED website.** The faculty member or the candidate may request assistance from the department chair, department faculty coordinator for dispositions, advisor, or other faculty member in formulating the Plan of Action and/or meeting with the candidate.

Procedures – What Happens If Multiple Dispositions Assessments Indicate Ongoing Problems for a Candidate?

First Review – Department Level

Periodically, the College Dispositions Coordinator will review the dispositional tracking database to monitor candidate dispositional incidents. In addition, department chairs, departmental dispositions faculty coordinators, or faculty from

the Dean's Office may also review dispositional incidents at any time. If two¹ or more negative assessment incidents are recorded for a candidate, the College Dispositions Coordinator will work with the department faculty coordinator and the department chair to convene the department dispositions committee to review the situation. (Note: For candidates in early program courses who have not yet been officially admitted to their program of study, dispositions incidents will be reviewed by department faculty prior to admission). The department dispositions committee may, at the discretion of the department chair, be appointed or elected. The department committee membership may alter as is appropriate to the dispositional situation. It is expected that the faculty member/s involved in reporting and documenting the original dispositional concerns would not be part of the department dispositions review. The total number of members on the committee should be an uneven number. The College Dispositions Coordinator will serve as an *ex officio* member of the review and provide information to the department committee as needed.

The purpose of the department review committee is to ascertain seriousness of the dispositional infractions and make decisions regarding the candidate's advancement in the program. Notice of the departmental review will be provided to the candidate, and the candidate will be provided an opportunity to speak on his/her own behalf (the candidate may choose not to do so). The departmental dispositions committee has three options for action:

1. Allow the candidate to progress in the program without conditions;
2. Allow the candidate to progress in the program with conditions (this may include a new or more intensive remediation plan for the candidate to complete before moving forward in the program); or
3. Recommend to the dean that the candidate be denied advancement in the program.

If Options 1 or 2 are selected by the department review committee, oversight of the candidate's dispositional progress will remain at the department level. The College Dispositions Coordinator will continue to assist the department coordinator and faculty chair with monitoring to keep the department committee aware of the candidate's dispositional status. Further negative dispositional reports may result in a re-convening of the departmental committee. The department chair will send written notification of the departmental decision to the candidate, outlining any additional steps for action on the part of the candidate as appropriate. A copy of this letter will be provided to the Dean's Office.

If Option 3 is selected by the department review committee, the recommendation for denial of advancement is referred to the Senior Associate Dean (see below). The department chair and the College Dispositions Coordinator will jointly send written notification of the departmental decision to the candidate, and include information regarding the candidate's right of appeal of the decision. A copy of this letter will be provided to the Dean's Office. The College Dispositions Coordinator will also send notice of this decision to the Dean of Students.

Second Review – College Level - Candidate's Right of Appeal

A candidate denied progression in the program or recommended for removal from the program **may** file an appeal with College Dispositions Appeals Board via the College of Education Dean's Office². The College Dispositions Appeals Board will consist of the dispositions faculty coordinators from each academic department (or their designee as determined by the department chair), the director of the Office of Teacher Education, Advising, Licensure, and Recruiting (TEALR) (or designee), and the director of the Office of Field Experiences (or designee). The College Dispositions Coordinator will serve as an *ex officio* member of the board.

The candidate's written request to appeal the department dispositions decision must be received in the Office of the Dean of the College of Education within 10 business days from the date of the written notification to the candidate of

¹ In special circumstances, dispositions infractions deemed serious, egregious may result in convening of the departmental review before two assessments are recorded.

² Candidate who opt not to pursue the appeal process should understand that in these cases, the departmental review decision will become the final decision.

the departmental decision. **Forms for the appeal are available on the College of Education website.** The right of appeal lies solely with the candidate.

Upon receipt of any written appeal, the Senior Associate Dean shall convene the College Dispositions Appeals Board within 15 business days. The candidate will be informed in writing as to when and where the Appeals Board will convene. The Appeals Board will review all documentation related to the dispositional history of the candidate. The candidate will be provided an opportunity to speak on his/her own behalf. The Appeals Board may opt to interview any stakeholders, including but not limited to faculty member(s) who assessed the candidate's progress as "Needs Improvement."

The college dispositions appeals board has three options for action:

1. Allow the candidate to progress in the program without conditions;
2. Allow the candidate to progress in the program with conditions (this may include a new or more intensive remediation plan for the candidate to complete before moving forward in the program); or
3. Uphold the departmental recommendation to the dean that the candidate be denied advancement in the program.

If Options 1 or 2 are selected by the College Dispositional Appeals Board, oversight of the candidate's dispositional progress will be referred back to the departmental level. The College Dispositions Coordinator will continue to assist the department coordinator and faculty chair with monitoring to keep the department committee aware of the candidate's dispositional status. Further negative dispositional reports may result in a re-convening of the departmental committee, and a subsequent re-convening of the College Dispositional Appeal Board. The Senior Associate Dean will send written notification of the College Dispositional Appeal Board decision to the candidate, outlining any additional steps for action on the part of the candidate as appropriate. A copy of this letter will be provided to the Dean's Office.

If Option 3 is selected by the College Dispositional Appeal Board, the recommendation for denial of advancement is referred to the designated Senior Associate Dean. The Senior Associate Dean will review all the documentation available and make a final decision regarding the candidate's status in the program within 10 business days.

If the recommendation for termination in the program is upheld:

- For undergraduate students, the Senior Associate Dean will send written notification of the decision to the candidate. A copy of this letter will be added to the candidate's dispositional file. The College Dispositions Coordinator will also send notice of this decision to the Dean of Students.
- For all graduate students, the Senior Associate Dean in the College of Education will send written notification recommending termination to the Dean of the Graduate School. The College Dispositions Coordinator will also send notice of this decision to the Dean of Students. The Dean of the Graduate School will render a final decision.

Who Monitors the Candidates' Disposition Assessments?

Monitoring of candidate dispositions is a crucial step in maintaining the both the integrity of the dispositional process and the best interests of our candidates. Department chairs will designate faculty members to assist in this process.

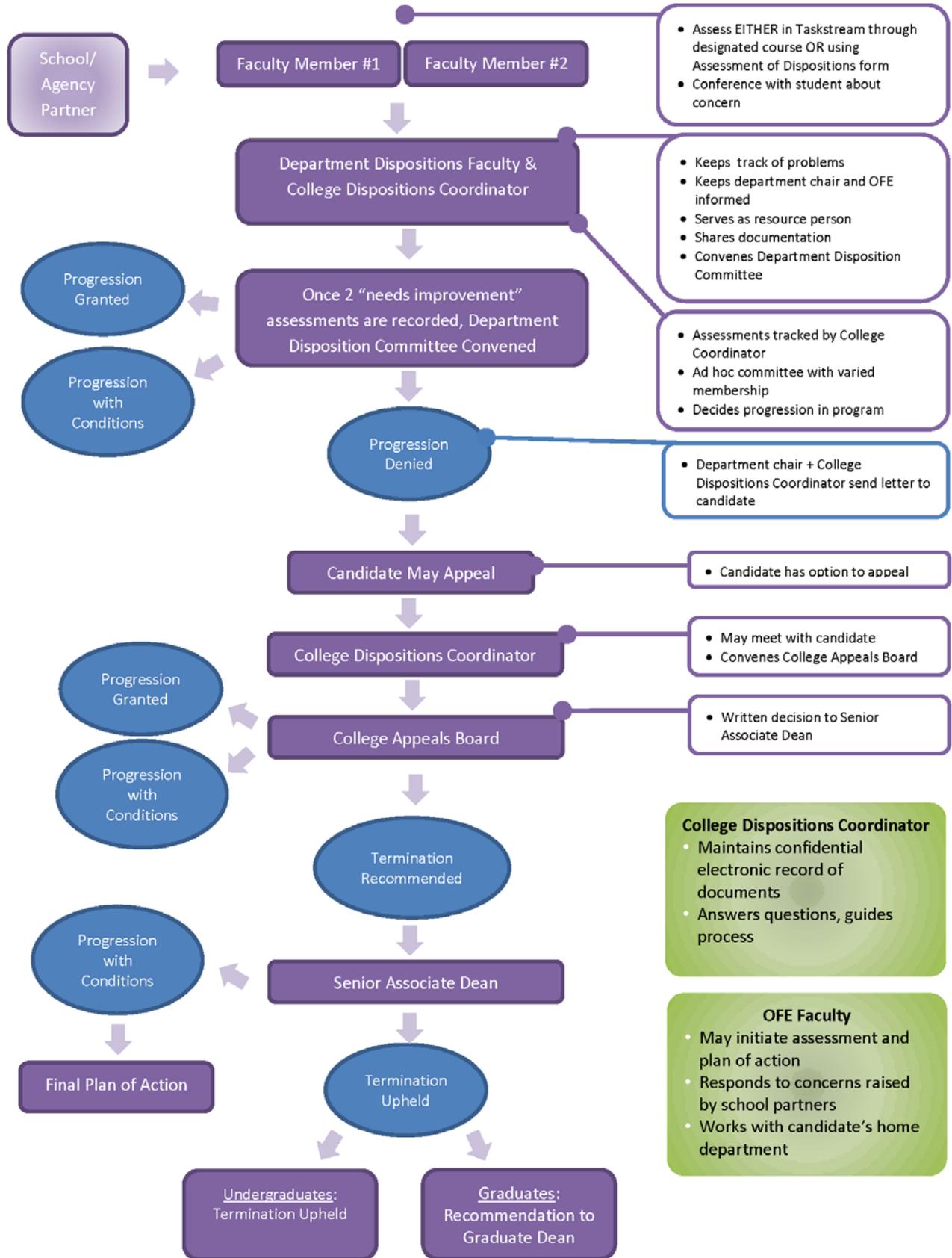
Department dispositions faculty coordinator: Each academic department will appoint a faculty coordinator for dispositions who will a) coordinate and monitor dispositions procedures within the department, b) serve as a resource person to faculty and students, c) maintain and forward documentation to the College Dispositions Coordinator, and d) serve on the College Dispositions Appeals Board when appropriate. In addition, to assure that candidate assessment, coaching, and remediation is coordinated and communicated between the academic departments and the Office of Field Experiences (OFE), an OFE faculty member will be appointed as the OFE faculty coordinator for disposition matters that affect or arise during clinical experiences or student teaching.

The departmental dispositions faculty coordinators will share all received candidate dispositional documentation with the College Dispositions Coordinator (housed in the Dean's Office).

College Dispositions Coordinator: The Dean's Office will designate a College Dispositions Coordinator who will ensure all dispositions incidences are logged in a local database and documentations maintained in order to monitor candidate dispositional progress and follow-up with faculty when necessary. The College Dispositions Coordinator will be supervised by the Senior Associate Dean in the College of Education, who will maintain oversight of all candidate disposition matters and will convene the College Dispositions Appeals Board when appropriate. The College Dispositions Coordinator will work with faculty coordinators and department chairs to communicate and meet with candidates as needed.

The current College Dispositions Coordinator is Dr. Laura Hart, Director of Accreditation and Continuous Improvement for the College of Education. She can be reached at laura.hart@uncc.edu.

PROFESSIONAL DISPOSITIONS REVIEW PROCESS FLOWCHART



Updated April 2015

Candidate Statement of Commitment to Professional Dispositions

The College of Education, in collaboration with the Colleges of Liberal Arts and Sciences and Arts and Architecture, is responsible for preparing candidates who have the required knowledge, skills, and *professional dispositions* to become effective educators. Therefore, your chosen program of study will prepare you to develop and model the knowledge, skills, and *dispositions* expected of excellent professionals. Faculty and/or school personnel will evaluate your demonstration of these *professional dispositions* and provide you with feedback about your progress. Professional Dispositions include the attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. They include the ideal of *fairness* and the belief that all students can learn. The Code of Ethics for North Carolina Educators, the UNC Charlotte Code of Academic Integrity, and the College of Education's Conceptual Framework more specifically articulate characteristics expected for all education professionals. Dispositions are assessed indirectly, based on candidates' observable behavior in educational settings (NCATE, 2008).

Impact

- Demonstrate the belief that all individuals can succeed
- Provide encouraging feedback to all individuals
- Respect and respond to individual needs
- Provide equitable learning and development opportunities for all
- Promote positive outcomes based on assessment results

Professional Identity and Continuous Growth

- Maintain positive attitudes in academic and professional settings
- Demonstrate professional appearance
- Act on constructive feedback from others
- Conduct self-assessments through reflection to overcome limitations and enhance strengths
- Demonstrate self-initiated learning
- Communicate effectively and appropriately
- Show punctuality in meeting academic and professional obligations

Leadership

- Create opportunities for the mutual benefit of all involved
- Promote positive change through personal interactions, organizations, communities, and the profession
- Initiate, suggest, and contribute in appropriate ways
- Maintain knowledge of and disseminate information about current research and best practices

Advocacy

- Support and empower individuals from diverse backgrounds
- Include families and other stakeholders in planning for individual success
- Advocate for the social, emotional, physical, educational, behavioral, and basic needs of others
- Demonstrate empathy, professional self-confidence, fairness, persistence, problem-solving, and appropriate risk-taking on behalf of others

Collaboration

- Respond respectfully to individual perspectives and differences of others
- Engage in culturally responsive practices in interactions with learners, families, communities, and colleagues
- Share information and ideas with others
- Cooperate with university, school, and community personnel
- Collaborate to resolve differences and solve problems respectfully and reflectively

Ethics

- Demonstrate honesty, integrity, fairness, respect for others and confidentiality
- Comply with laws, policies, and procedures
- Accept responsibility for personal actions and behaviors
- Follow professional codes of ethics and the UNC Charlotte Code of Academic Integrity and Student Responsibility
- Disclose any unlawful activity upon application to and throughout the program
- Pass criminal background checks and drug screening, as required
- Create and maintain appropriate interpersonal relationships in all settings

I have read the professional dispositions and indicators above. I agree and understand that developing and modeling professional dispositions is important to being an effective, professional educator. I am committed to both growth and excellence in demonstrating these professional dispositions. I understand that progress in my professional education program depends upon successful demonstration of these professional dispositions. Student Signature of Commitment and Agreement _____ Date _____

Students will note their agreement with and commitment to the dispositions via Taskstream when completing their two self-assessments during the entry and midpoint courses designated by their programs.

Assessment of Professional Education Dispositions

Candidate _____ 800 _____ Program _____
 Evaluator _____ Date of assessment _____

- This form is to be used by any faculty member or P-12 school partner at any time during a candidate’s program of study. **Please circle or highlight one number for each disposition using the descriptors listed below the disposition as the basis for your rating. Highlight/mark individual bullets as needed.** Add comments in the blank space under the disposition or on a separate page if more space is necessary.
- The faculty member who initiates the assessment should schedule a conference with the student to discuss and document the concern (see p. 2 below).

The candidate demonstrates:	Not Observed	Needs Improvement	Meets Expectations	Exceeds Expectations
I. Impact	0	1	2	3
1. Demonstrate the belief that all individuals can succeed 2. Provide encouraging feedback to all individuals 3. Respect and respond to individual needs 4. Provide equitable learning and development opportunities for all 5. Promote positive outcomes based on assessment results Comment:				
II. Professional Identity and Continuous Growth	0	1	2	3
1. Maintain positive attitudes in academic and professional settings 2. Demonstrate professional appearance 3. Act on constructive feedback from others 4. Conduct self-assessments through reflection to overcome limitations and enhance strengths 5. Demonstrate self-initiated learning 6. Communicate effectively and appropriately 7. Show punctuality in meeting academic and professional obligations Comment:				
III. Leadership	0	1	2	3
1. Create opportunities for the mutual benefit of all involved 2. Promote positive change through personal interactions, organizations, communities, and the profession 3. Initiate, suggest, and contribute in appropriate ways 4. Maintain knowledge of and disseminate information about current research and best practices Comment:				
IV. Advocacy	0	1	2	3
1. Support and empower individuals from diverse backgrounds 2. Include families and other stakeholders in planning for individual success 3. Advocate for the social, emotional, physical, educational, behavioral, and basic needs of others 4. Demonstrate empathy, professional self-confidence, fairness, persistence, problem-solving, and appropriate risk-taking on behalf of others Comment:				
V. Collaboration	0	1	2	3
1. Respond respectfully to individual perspectives and differences of others 2. Engage in culturally responsive practices in interactions with learners, families, communities, and colleagues 3. Share information and ideas with others 4. Cooperate with university, school, and community personnel 5. Collaborate to resolve differences and solve problems respectfully and reflectively Comment:				
VI. Ethics	0	1	2	3
1. Demonstrate honesty, integrity, fairness, respect for others and confidentiality 2. Comply with laws, policies, and procedures 3. Accept responsibility for personal actions and behaviors 4. Follow professional codes of ethics and the UNC Charlotte Code of Academic Integrity and Student Responsibility 5. Disclose any unlawful activity upon application to and throughout the program 6. Pass criminal background checks and drug screening, as required 7. Create and maintain appropriate interpersonal relationships in all settings Comment:				

NOTE: Candidate self-assessments as well as assessments by faculty members are also documented in TaskStream at the program-designated entry, midpoint, and exit dispositions decisions point courses. See the full dispositions plan on the College of Education website for additional information on this process.

Assessment of Professional Dispositions – Conference with Student-Candidate

Date of conference: _____ Candidate Name: _____ 800 _____ Program _____
 Faculty/Others present at conference: _____

Directions:

- A faculty member(s) or school partner(s) will complete the **Assessment of Professional Dispositions**. If a candidate receives a rating of "Needs Improvement" in any area, the faculty member(s) will conference with the candidate to discuss the concern and provide guidance for improvement.
- Faculty member(s) conducting the conference may wish to ask candidates to complete a self-assessment as part of the conference, although this is not a requirement.
- A copy of this documentation should be provided to the candidate once the conference is completed.

1. Description of behavior that is of concern: *Using measureable and observable terms to describe the behavior, include date(s), setting(s), and full description of the occurrence(s) where possible.*

Discussion Points:

2. Expected behavior changes: *What will the candidate be expected to do differently in the future?*

Will a Plan of Action be initiated as an intervention for this candidate (check one)?

_____ Yes* -- The Dispositions Plan of Action Form should be completed and turned into the College Dispositions Coordinator.
 _____ No

**Check "Yes" if any interventions are planned that are beyond the scope of the single conference meeting or require long-term monitoring/follow-up by faculty (examples: required readings, required workshops, other).*

3. Consequences of unchanged behavior: *For all candidates:* *Additional dispositional assessments that indicate a concern may result in a department review (see the Disposition Procedures on our COED website for further information).*

Signatures indicate attendance at the conference detailed above.

Candidate Signature _____	Date _____	
Faculty Signature _____	Title: _____	Date: _____
Faculty Signature _____	Title: _____	Date: _____
Other Signature _____	Title: _____	Date: _____
Other Signature _____	Title: _____	Date: _____

A copy of this document should be given to the candidate, the dept. dispositions liaison, and the College Dispositions Coordinator.



Professional Disposition Plan of Action

Date of conference: _____ Candidate Name: _____ 800 _____ Program _____
Faculty/Others present at conference: _____

Directions:

- A faculty member or school partner will complete the **Assessment of Professional Dispositions**.
- If a candidate receives a rating of "Needs Improvement" in any area, the faculty member(s) will conference with the candidate to discuss the concern and provide guidance for improvement. The Conference form will be completed as part of the Assessment (p.2).
- If any interventions are planned that are beyond the scope of the single conference meeting or require long-term monitoring/follow-up by faculty (examples: required readings, required workshops, other), the Disposition Plan of Action should be completed. This form should be used in conjunction with the Assessment of Dispositions Conference Form.

4. Plan of Action: *In collaboration with the candidate, the appropriate faculty member(s) will propose and write the action plan for successfully achieving expected behavior changes. It is expected that candidates will be an integral part of developing strategies for targeted improvement.*

a. Candidate actions and responsibilities:

b. Faculty role(s):

c. Time Frame for implementation and reassessment:

d. Date and Time for the Follow-up Conference to evaluate candidate completion of the Plan: *The candidate will be responsible for confirming these conference plans at least one-week in advance, according to the faculty member's preferred method of communication.*

5. Consequences of unchanged behavior: - should be identical to what is also on the Conference form. **For all candidates:** Additional dispositional assessments that indicate a concern may result in a department review (see the Disposition Procedures on our COED website for further information).

This plan was formulated by the candidate and faculty member and agreed to by all parties:

Candidate Signature _____	Date _____	
Faculty Signature _____	Title: _____	Date: _____
Faculty Signature _____	Title: _____	Date: _____
Other Signature _____	Title: _____	Date: _____
Other Signature _____	Title: _____	Date: _____

A copy of this document should be given to the candidate, the dept. dispositions liaison, and the College Dispositions Coordinator.

Required Follow Up CONTINUED on Next Page

PLAN OF ACTION FOLLOW-UP – to be completed once the timeline established by the Plan of Action is completed.

Date of conference: _____ Candidate Name: _____ 800 _____ Program _____
Faculty/Others present at conference: _____

6. Follow-up Evaluation and Outcome (once the plan has been completed):

a. Has the candidate successfully completed the Plan of Action? (check one)

_____ Yes
_____ No*

*Please explain why the Plan of Action was not successfully completed, attaching documentation as needed.

Signatures indicate attendance at the conference detailed above.

Candidate Signature _____	Date _____	
Faculty Signature _____	Title: _____	Date: _____
Faculty Signature _____	Title: _____	Date: _____
Other Signature _____	Title: _____	Date: _____
Other Signature _____	Title: _____	Date: _____

A copy of this document should be given to the candidate, the dept. dispositions liaison, and the College Dispositions Coordinator.

Candidate Disposition Appeals Form

Candidates: read carefully and complete all information requested below.

1. A candidate has the right to appeal a decision by the Department Dispositions Committee that the candidate be denied advancement in his/her program of study. This Candidate Disposition Appeals Form must be received in the Office of the Senior Associate Dean of the College of Education either as an electronic file attachment via email or as a mailed hard copy within ten (10) business days of the date of the letter sent from the chair of the candidate's academic department notifying the candidate of the department review decision. **Complete all requested information on this form. Incomplete forms may result in denial of appeal.**
2. Upon receipt of the completed Candidate Disposition Appeals Form to appeal the decision, the Senior Associate Dean or his/her designee shall convene the College Dispositions Appeals Board within 15 (fifteen) business days. This group is comprised of faculty from each academic department in the College of Education, the director of the Office of Teacher Education Advising, Licensure, and Recruiting (TEALR), and the director of the Office of Field Experiences. You will be notified as to the time and place of the hearing. You will be provided an opportunity to speak on your own behalf. The Appeal Board may interview any stakeholders including, but not limited to faculty and staff members who have previously assessed your dispositions or provided documentation of your dispositions in the past. Your absence from this meeting will be taken as acknowledgement that you do not wish to speak on your own behalf.

The College Dispositions Coordinator serves as an *ex officio* member of the board. Any questions you have about this process should be directed to the College Dispositions Coordinator.

As of June 11, 2014, the College Dispositions Coordinator is Dr. Laura Hart. She may be reached by email at laura.hart@uncc.edu or by phone at 704-687-8189.

3. After reviewing all documentation, and interviewing the candidate (if the candidate so chooses) and any other stakeholders, the College Dispositions Appeal Board will submit a recommendation to the Senior Associate Dean of the College of Education regarding the candidate's enrollment status. The board may decide either to uphold the decision of the Department Dispositions Committee to deny the candidate advancement in the program or to allow the candidate to advance in the program, with or without conditions.
4. If the Senior Associate Dean upholds the decision of the Board, such decision shall be final. If the Senior Associate Dean reverses the decision, the Board will formulate an appropriate course of action in consultation with the department chair and the department dispositions committee chair. All documentation related to the appeal will be forwarded to College Dispositions Coordinator for inclusion in the confidential electronic record. *See the Professional Education Dispositions Plan for more information.*

To be completed by the candidate:

Candidate Name:

800 ID #:

UNCC Email:

Best Phone Contact #:

Major/Program:

Mailing address:

() I have read and understand the procedures involved in the dispositions appeal process.

() I wish to appeal the decision to deny my advancement in my College of Education program of study made by my department dispositions review committee.

(continued on next page)

Please provide an explanation of your reasons in seeking an appeal of this decision (attach additional pages as needed).

Candidate Printed Name: _____

Candidate Signature: _____

Date: _____

****DO NOT WRITE BELOW THIS LINE****

The Appeals Board has reviewed the candidate's appeal and all relevant evidence and makes the following recommendation:
() Uphold the Department decision () Reinstatement with conditions* () Reinstatement without conditions

Chair, College Disposition Appeals Board	Date
Member, College Disposition Appeals Board	Date
Member, College Disposition Appeals Board	Date
Member, College Disposition Appeals Board	Date
Member, College Disposition Appeals Board	Date
Member, College Disposition Appeals Board	Date
Member, College Disposition Appeals Board	Date
Member, College Disposition Appeals Board	Date

I have reviewed the recommendation of the Appeals Board and make the following recommendation:
() Uphold the Board decision () Reinstatement with conditions* () Reinstatement without conditions

Senior Associate Dean, College of Education Date

*suggestions for conditions should be directed to the department review committee/department chair

Coaching Model

This discussion takes place in a face-to-face format. Try to be in a private space with no interruptions.

1. Step 1—Getting agreement a problem exists. The professor/supervisor needs to have a specific description of the problem behavior that is going to be discussed (i.e., if tardiness is an issue, need to have data on how often, minutes late, etc. as well as the norms of the class where 2-3 minutes late may be acceptable). You want the candidate to agree that the behavior is a problem. There are two categories of reasons that will convince a person that a behavior is problematic:
 - a. If the candidate understands the impact of their behavior on others
 - b. If the candidate understands the consequences to himself or herself if there is no change in behavior
2. Step 2—Mutually discuss alternative solutions. The professor/supervisor and candidate together need to identify as many alternative solutions as may be necessary to solve the problem. The goal is to identify what the candidate can do differently so that his or her behavior is acceptable.
3. Step 3—Mutually agree on action to be taken to solve the problem. The student needs to determine which action he or she plans to take. The role of the professor/supervisor is to help candidate make a concrete plan that includes what they will do and when they will do it.
4. Step 4—Follow up to ensure that agreed-upon action has been taken. Set specific points for follow-up. Follow-up should occur on more than one occasion. Change may occur in small steps so the candidate needs to get continuous feedback on performance.
5. Step 5—Reinforce any achievement. Your reinforcement of improvement is critical to sustaining improvement.

Coaching Discussion Plan

1. Problem behavior (what is candidate doing wrong or not doing right)
2. Results of that behavior (who is affected by the behavior)
3. Consequences to the candidate if behavior does not change
4. What is the desired behavior

Adapted from:

Fournies, F. (2000). *Coaching for improved work performance*. New York: McGraw Hill.

Resources for Coaching and Remediation of Candidate Professional Dispositions

Resources for Faculty	Resources for Students
<p>Dean of Students http://dso.uncc.edu/ The Dean of Students provides consultation to faculty members on how to respond to problematic student behavior and how to intervene when inappropriate behaviors occur in the academic setting.</p> <p>Code of Student Responsibility http://legal.uncc.edu/policies/ps-104.html</p> <p>Academic Integrity (faculty guidelines) http://integrity.uncc.edu/</p>	<p>Dean of Students http://dso.uncc.edu/ The Dean of Students is available to help students understand their rights and responsibilities, academic and behavioral policies, the student conduct process, and consequences for violating University policies.</p> <p>Code of Student Responsibility http://legal.uncc.edu/policies/ps-104.html</p> <p>Academic Integrity (students guidelines) http://legal.uncc.edu/policies/ps-105.html</p>
<p>Center for Teaching and Learning http://teaching.uncc.edu/ The CLT provides instructional consultation on issues such as civility in the classroom.</p>	<p>Student Health Center http://studenthealth.uncc.edu/ Enrolled students can access services that address alcohol and substance use issues as well as primary medical care, psychiatric care, disease prevention, health education, and wellness promotion.</p>
<p>Counseling Center http://counselingcenter.uncc.edu/ The UNC Charlotte Counseling Center offers all faculty an opportunity for free online training to help identify students who are at risk. This includes one-on-one consultation with faculty and staff members as well as parents and fellow students concerning ways to respond to student problems.</p>	<p>Counseling Center http://counselingcenter.uncc.edu/ The UNC Charlotte Counseling Center offers individual counseling to assist students with concerns of a personal nature by helping them develop better coping strategies, resolve conflicts, and handle crisis situations.</p>
<p>Disability Services http://ds.uncc.edu/ The Office of Disability Services works closely with faculty and staff to address program and campus accessibility. Faculty and staff working with students with disabilities are strongly encouraged to contact Disability Services with questions or issues that arise.</p>	<p>Disability Services http://ds.uncc.edu/ The Office of Disability Services works with current undergraduate and graduate students to ensure equal access to UNC Charlotte's campus and educational programs. All services are dependent upon verification of eligibility. Once approved for services, students receive appropriate and reasonable accommodations which are based upon the nature of an individual's disability and documented needs.</p>
<p>International Programs http://oip.uncc.edu/ Workshops are provided to assist faculty members who work with international students. Consultation on various learning styles and student expectations based upon non-U.S. educational systems is also provided.</p>	<p>International Programs http://oip.uncc.edu/ Numerous educational programs are provided to assist international students in achieving academic and personal success on campus.</p>
<p>Police and Public Safety http://police.uncc.edu/ Campus Police can provide risk assessment and support in situations where there is a potential for violence.</p>	<p>University Center for Academic Excellence http://ucaee.uncc.edu/ The UCAEE provides workshops (e.g., procrastination prevention, time management), free peer tutoring, and assistance for students on academic probation.</p>
<p>Dean of Graduate School http://graduateschool.uncc.edu/</p>	<p>Dean of Graduate School http://graduateschool.uncc.edu/ The Graduate School provides an Ombudsperson whose goal is to stop problems before they become difficult issues. The Ombudsperson will listen to a student's concerns and provide confidential advice, when appropriate, which may include referring students to existing resources. Any interactions are considered informal and not part of an established University process.</p>
	<p>Office of Multicultural Academic Services http://mas.uncc.edu/ Multicultural Academic Services consists of a variety of distinct programs collaborating to reach a singular objective: to provide</p>

Resources for Faculty	Resources for Students
	academic support services that foster the recruitment, retention, and graduation of students, especially underrepresented students at UNC Charlotte. Services rendered include, but are not limited to, academic advising, academic issues workshops, peer counseling and tutoring, and personal counseling.
	Writing Resources Center http://wrc.uncc.edu/ The Center provides one-to-one writing instruction to students, faculty, and staff from first-year to graduation in any discipline. The Center's goal is not to fix papers, but to develop better writers.
	Multicultural Resource Center http://mrc.uncc.edu/ The MRC is available to assist students individually in their own explorations of themselves and/or others as well as to assist student organizations in their operations and programming efforts.
	The Office of Adult Students and Evening Services oases@uncc.edu The Office of Adult Students and Evening Services provides academic advice and information to adult, evening and week-end students. Designed to enhance student success and promote academic excellence, OASES works collaboratively with academic units to provide the 49er Finish program, re-entry programs, advising, scholarships, a nontraditional student organization, a mentoring program, newsletters, and an honor society for adults.

Professional Dispositions Readings

Almerico, G., Johnston, P., Henriott, D., & Shapiro, M. (2011). Dispositions assessment in teacher education: developing an assessment instrument for the college classroom and the field. *Research in High Education Journal*, 11, Article 1. Retrieved from <http://www.aabri.com/manuscripts/10665.pdf>

The purpose of the current study was to operationalize and validate terminology to be incorporated into a series of assessment tools to evaluate teacher candidate dispositions. Researchers strived to develop a greater understanding of dispositions being assessed in teacher education programs by identifying descriptors which clearly focus on the conceptual meaning of a given disposition. Through a search of related literature and a series of interviews conducted by the research team, a series of instruments was developed to measure candidate dispositions in the university classroom setting and in the field/clinical experience for teachers in training

Broadbear, J. T., Jin, G., & Bierma, T. J. (2005). Critical thinking dispositions among undergraduate students during their introductory health education course. *Health Educator*, 37, 8-15.

The present study was undertaken to measure critical thinking dispositions in students as they enter the health education program at Illinois State University (ISU). Health education undergraduate students at ISU were found to have shortcomings in critical thinking dispositions during a study from 2000-2003. Dispositions (e.g. truth-seeking, open-mindedness, inquisitiveness) were measured by the California Critical Thinking Dispositions Inventory (CCTDI). Health education majors (n=96) were compared to students in other health science disciplines (n=187) and to health education minors (n=48). CCTDI scores did not differ between health education majors and other health sciences students but scores for majors were significantly higher than for health education minors. Specifically, health education majors scored significantly higher for inquisitiveness, cognitive maturity and total critical thinking disposition. The findings have significant implications for health education academic programs and the profession. Health education professionals commonly confront complex, ill-structured problems and their ability to effectively respond to these problems is largely dependent upon strong critical thinking dispositions. Focusing on the development of critical thinking dispositions in professional preparation programs, and further research on pedagogy effective in developing the dispositions, is needed.

Bucalos, A. B., & Price, C. G. (2005). Navigating murky waters: The challenge of assessing teacher candidate dispositions. *AILACTE Journal*, 12, 233-243.

Interest in, and debate about, teachers' attitudes, perceptions, and dispositions is not new (Cruikshank & Haefele, 2001). What is new is the inclusion of dispositions in the standards of the National Council for Accreditation of Teacher Education (NCATE, 2003), the National Board for Professional Teaching Standards (NBPTS, 1998), and the Interstate New Teacher Assessment and Support Consortium (INTASC, 1992). Despite this renewed interest in dispositions and their effects on the learning of P-12 students, there is no consensus among teacher education programs about which dispositions are essential, or how they may be used to select and educate teachers (Maylone, 2002; Taylor & Wasicsko, 2000). This article explores the dispositions debate through one university's attempt to define and assess dispositions and addresses several key questions. Will there be tolerance for diversity in dispositions? Are there professionals genuinely qualified to assess "appropriate" dispositions? Can reliability in dispositions assessment be achieved?

Engberg, M. E., & Hurtado, S. (2011). Developing pluralistic skills and dispositions in college: Examining racial/ethnic group differences. *Journal of Higher Education*, 82, 416-443.

An institutional commitment to educating a diverse student body is most compelling when it is broadly defined and connected to the educational mission, different levels of institutional practice, and systematic research on student educational outcomes. This study examines how structural diversity and intentional educational practices involving diversity influence students' development of a pluralistic orientation during the first two years of college. The results highlight similarities and differences across four racial/ethnic groups, and the study concludes with implications for scholars and multicultural practitioners interested in assessment.

Leibowitz, B., van Schalkwyk, S., Ruiters, J., Farmer, J., & Adendorff, H. (2012). "It's been a wonderful life": Accounts of the interplay between structure and agency by "good" university teachers. *Higher Education: The International Journal of Higher Education and Educational Planning*, 63, 353-365.

This study is set in an era and a context in which extrinsic forms of motivation and reward are offered by higher education institutions as a means to enhance teaching, and in which teaching is effectively undervalued in relation to research. The study focuses on the role of agency in professional development and demonstrates the relevance of Margaret Archer's description of the interplay between structure and agency for understanding how academics enhance their teaching in research-intensive universities. Ten semi-structured interviews were conducted by a team of academic development advisors in order to obtain accounts of teaching academics of their becoming good teachers, in their own words. An analysis of the transcripts of the interviews with the lecturers demonstrates how dimensions such as biography, current contextual influences, individuals' dispositions and steps taken to enhance teaching interact in a spiraling manner to generate a sense of self-fulfillment and agency. Intrinsic, rather than extrinsic, motivation is shown to be significant in propelling individuals towards action. The article concludes with an assessment of the implications of the interplay between structure and agency, the need for an enabling environment with a key role for intrinsic motivation for professional development strategies, in research-intensive universities.

Roessingh, H., & Chambers, W. (2011). Project-based learning and pedagogy in teacher preparation: Staking out the theoretical mid-ground. *International Journal of Teaching and Learning in Higher Education*, 23, 60-71.

In this article, we advance a model of project-based learning (PJBL) offering eight guiding principles to support a pragmatic and principled approach to teacher preparation at the undergraduate and graduate levels. We provide a template for structuring PJBL, and we include illustrative exemplars that demonstrate that the ideological mid-ground can offer a balance of content knowledge and facilitate the dispositions we value in the new generation of teacher practitioners.