

Process of Completion and Follow Up of Special Education Professional Disposition Alert

Student

At entrance to Teacher Education Program, student signs College of Education Commitment to Dispositions form.

Faculty

1. During each course be alert to potential disposition concerns. (See items listed on the SPED Professional Disposition Alert Form.)
2. If the instructor has concerns regarding any student, complete the SPED Professional Disposition Alert Form and develop a plan of action.
 - a. The instructor meets with the student to discuss these concerns and finalize the plan of action.
 - b. The Dispositions Alert Form is signed and dated by both parties. A copy is given to the student and to the administrator.
3. Screen Clinical Experience Evaluation Forms from each class taught that semester.
 - a. If any forms indicate disposition concerns from host teachers or administrators, copy those forms.
 - b. Turn in these copies to the appropriate administrator at the end of the semester.

Administrator

1. The administrator collects SPED Professional Disposition Alert Forms from faculty.
2. The administrator will contact other faculty, who currently instruct a student with an alert form, to determine if the problem crosses classes and is unresolved.
3. The administrator will plan a follow-up meeting with the student, the student's advisor, and any instructors reporting an unresolved problem if:
 - a. indications of more than one disposition problem in a course or clinical, or
 - b. one disposition problem across more than one course or clinical, or
 - c. there is a serious disposition problem noted by the instructor or clinical teacher/administrator.

The purpose of the meeting is to discuss the disposition problem(s) and recommend follow-up strategies.

Program Candidate Assessment Coordinator

Enters data from Disposition Alert Forms into a spreadsheet.

Advisor

1. The advisor meets with the administrator and instructors to discuss the disposition problem(s) and recommend follow-up strategies.
2. The advisor meets with the student to discuss the disposition concern(s) and follow-up requirements.
3. The advisor gives a copy of the follow-up plan to the administrator.
4. On subsequent semesters, the advisor receives feedback from the administrator on any additional disposition concerns.
5. Each semester the advisor monitors the student to determine success in remediating the disposition problem(s). If any problems persist, the advisor warns the student that the advisor may not be able to recommend the student for student teaching/internship.

Mid-point Check: The application to student teaching or internship requires the advisor's signature with a statement regarding the student's disposition as:

- acceptable (never had any disposition concerns or disposition problems remediated); or
- unacceptable (concerns still present).

Note: Students with unacceptable dispositions are not able to student teach or take the internship. Completion of a degree without a license would be considered.

During student teaching/internship

During student teaching or internship, the Student Teaching Assessment Rubric (STAR) and the Observation Feedback Form (OFF) are used to confirm acceptable dispositions as part of the recommendation for licensure.