

## **Dispositions**

The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.) *CAEP Handbook*

## **Dispositions Review Committee**

The Dispositions Review Committee (DRC) was created to review dispositions, determine course of action for dispositional assessments, and determine course of action for any dispositional issue presented to the committee. The DRC will also recommend changes regarding dispositions criteria to the Educational Professional Program

### **Committee Details**

The Educational Professional Program (EPP) of Southern Arkansas University employs the following procedures for reviewing the performance of students entering the EPP as well as the performance and progress of students currently enrolled in programs. These procedures will be brought to the attention of all EPP candidates upon entry into an EPP program. Records of student dispositional assessments will be maintained in the Admission, Licensure and Filed Experience Office (ALFE) **upon admissions and then updated during the student teaching/internship semester.**

The Dispositions Review Committee is comprised of a minimum of nine members. The members must include:

1. The Director of AFEL
2. The Director of the College of Education outreach initiatives.
3. A minimum of three faculty members to represent:
  - 3.1. initial degree programs
  - 3.2. With one member representing the MAT program.
4. A minimum of two faculty members to represent advanced degree programs:
  - 4.1. represent a primarily residential program;
  - 4.2. represent a primarily online program
5. A minimum of two student representatives:
  - 5.1. candidate currently enrolled in an initial programs at the junior level or higher;
  - 5.2. candidate currently enrolled in an advanced programs

The Dean of the College of Education will appoint the Dispositions Review Committee chair from the established membership. The Director of AFEL and the Director of the COE outreach will remain on the committee for all subsequent academic years. Student representatives will rotate off the committee at the end of each academic year. New student representatives will be chosen at the beginning of each new academic year based on faculty committee members' recommendations.

## Candidate Receipt of Dispositions

At the time of application to the program, the candidate is provided with the EPP Student Handbook which contains a list and explanation of established EPP dispositions. Application will include the following statement, "I have received and understand the dispositions as defined by the EPP Professional Education Unit." Following this statement, the candidate will sign and date indicating receipt and understanding of dispositions at the point of application to the Education Professional Program.

### Data Collection Points

There are three ways dispositional issues may be lodged against a candidate:

1. Dispositional Issues brought forth through the required benchmarks
2. Dispositions Issues brought forth by faculty, staff, or member of area school districts associated with the candidate
3. Dispositional issues brought forth through an egregious act committed or alleged against a candidate

#### 1. Required Collection Points

Required Benchmark assessments are completed by the university instructor/supervisor and the cooperating teacher are assessed and recorded at the following points:

##### 1.1. Initial Programs:

- 1.1.1. Intro to Education/Teaching and Learning for Diverse Learners
- 1.1.2. Benchmark I – Field Experience II or Internship I
- 1.1.3. Benchmark II – Student Teaching or Internship II

##### 1.2. Advanced Programs:

- 1.2.1. Internship or Capstone Course

#### 2. Dispositions Issues brought forth by faculty, staff, or member of area school districts associated with the candidate

Faculty, staff, and members of area school districts associated with the candidate should make every effort to anticipate and preempt dispositional concerns with the candidates under their supervision – or to address issues with the individual candidates once concerns arise. Faculty or staff **must first attempt** to negotiate such problems *within* programs or departments in keeping with established program/departmental protocol. However, when a dispositional concern raises questions about the candidate's ability to complete his or her program or to succeed professionally, that concern will be addressed by the DRC.

#### 3. Dispositions issues deemed Egregious

An egregious dispositional issue is any act that could possibly jeopardize completion of the program, licensure or employment.

### **Procedures for Review for Initial and Advanced Programs**

The required dispositional evaluation data is completed at two/three points throughout an initial licensure program. These dispositional evaluation data will become part of a candidates' permanent record.

If a score of "unsatisfactory" is earned by the candidate on the required dispositional evaluation at any of the checkpoints the candidate and the advisor are notified. Additionally, professionals in the teacher education program can file a dispositional issue on a candidate. All dispositional evaluations are appealable (see due process procedures in the Dispositions Handbook). The candidate carries the ultimate responsibility for remediation of dispositional deficiencies as identified through the formal processes. On the third unsatisfactory evaluation or on an egregious dispositional allegation, the candidate will be brought before the DRC for a formal hearing. Once the committee is provided the data, the committee will meet within fourteen (14) working days.

The processes for any candidate receiving a third unacceptable evaluation or the first egregious activity in any area listed within the dispositions assessment is as follows:

1. A dispositional evaluation is created on a candidate for any behaviors deemed inappropriate for a pre/professional educator. This record will go in the permanent record (unless an appeal is upheld).
2. On the third unsatisfactory rating or on the first egregious activity the candidate is scheduled to meet with the DRC for a "formal hearing" regarding the issue (see Appendix 1). The individual completing the dispositions assessment in which an issue is indicated **must** attend the hearing. Candidates pursuing a degree via distance learning or at off-campus locations may attend the meeting **via video conferencing** if preferred.
3. Following the hearing, the Dispositions Review Committee completes a Dispositions Development Plan (DDP) for the candidate (see Appendix 3).
4. If the candidate is brought forward for a hearing a second time during the duration of the candidate's pursuit of their degree or does not adequately meet the criteria set forth in the DDP, the Dispositions Review Committee may recommend to the Dean of the Professional Education Unit the removal of the candidate from the program.
5. The decision of the Dispositions Review Committee is provided to the Dean of the EPP, the

Director of AFEL, the Chair of the Department in which the candidate is pursuing a degree, the candidate's advisor, the individual(s) completing the disposition assessment, and the candidate (see Appendix 2).

### **Candidate Dispositional Appeals Process**

The candidate may appeal the dispositional assessment or the decision of the Dispositions Review Committee. The following procedure **must** be followed for appeal:

1. Within seven (7) working days of receipt of the decision, the candidate must submit a written request for an appeal to the Dean of the EPP. The written request must include reasonable grounds for appeal in order to be considered.
2. The Dean of the EPP may request additional documentation from the individual providing the dispositional assessment or the DRC. The additional information requested may include the dispositional evaluation recording of the DRC hearing, and from the department, to include candidate's advising folder, along with any additional documentation as needed. Within seven (7) working days of receiving the candidate's request of appeal, the Dean of the EPP submits a written decision to the candidate of appeal decision.
3. The Dean's decision is final.
4. A copy of the decision is provided to the Dispositions Review Committee.

### **Quorum Policies**

#### **Definition**

Five members of the committee, actually present, establishes a quorum for the purpose of conducting dispositions reviews.

#### **Quorum for Meetings Do we need this?**

In the event a quorum is not present, the committee may proceed with the dispositions meeting. However, in proceeding without a quorum, the committee members present must reach a unanimous vote. In the event that the committee cannot arrive at a unanimous vote, the committee must re-convene at a time, no later than five (5) working days following the established meeting, when a quorum is present.

#### **Quorum for Hearings Same question**

In the event a quorum is not present, the hearing will take place as previously scheduled, allowing the student and member indicating the issue to present based on the above prescribed details. The hearing will be video and/or audio recorded for documentation. Following the procedures of the

hearing, the committee will not vote on the issue at this time. Member(s) not present at the hearing are required to review the recording of the hearing for voting purposes. The review of the recording by the member(s) must take place within five (5) working days following the hearing. Once all absent members have reviewed the recording of the proceedings, the committee will meet to determine their final vote and decision.

## RUBRIC: Dispositions Initial Programs

Dispositions evaluation becomes part of your permanent record. If a score of unsatisfactory is given a formal disposition meeting will occur.

	<b>Distinguished (4 pts)</b>	<b>Proficient (3 pts)</b>	<b>Basic (2 pts)</b>	<b>Unsatisfactory (1 pt)</b>	<b>N/A (0 pts)</b>
<b>Attendance</b>	<b>No</b> absences.	Attends regularly.	Irregular attendance with notification.	Irregular attendance without notification.	
<b>Punctuality</b>	<b>Always</b> on time.	Mostly on time.	Occasional lateness.	Frequent lateness is a problem.	
<b>Work production</b>	<b>Always</b> submit assignment on time.	Mostly submit assignments on time.	Occasional lateness.	Frequent lateness is a problem.	
<b>Initiative</b>	Demonstrates independence and initiative by finding resources beyond those provided <b><u>and shares with classmates and colleagues.</u></b>	Demonstrates independence and initiative by finding resources beyond those provided in class.	Operates independently with direction and uses only resources provided in class.	Needs step-by-step instruction and neglects available resources available.	
<b>Response to Feedback</b>	Receptive to constructive criticism <b><u>and uses the feedback to make immediate changes.</u></b>	Receptive to constructive criticism.	Occasionally accepts ideas and suggestions.	Rejects/ignores ideas and suggestions.	
<b>Collaboration</b>	Actively contributes to positive group functioning <b><u>by leading and seeking groups to collaborate with in a positive manner.</u></b>	Actively contributes to positive group functioning.	Works well in a group.	Does not work effectively with others.	
<b>Lifelong Learner</b>	Curious and reflective about teaching <b><u>by researching and implementing new teaching strategies for best practices.</u></b>	Curious and reflective about teaching.	Engaged but reflection limited to specific course content.	Unengaged and/or minimal reflection.	

<b>Professional Ethics</b>	Demonstrates adherence to standards of professional ethics <b><u>and is a role model for others.</u></b>	Demonstrates adherence to standards of professional ethics.	Demonstrates limited concern for professional ethics.	Engages in unethical behavior.	
<b>Differentiated Learning</b>	Planning is child-focused, considerate of context <b><u>and implemented for every child.</u></b>	Planning is child-focused, considerate of context.	Planning is based on pedagogical principles.	Planning based on course requirements.	
<b>Cultural Sensitivity</b>	Demonstrates respect toward diverse students and <b><u>differentiates based on these diversities.</u></b>	Demonstrates respect toward diverse students.	Occasionally demonstrates respect towards diverse students.	Demonstrates disrespect towards diverse students.	
<b>Professional Maturity</b>	Professional appropriateness in school, classroom, community and/or social media <b><u>and serves as a professional role model.</u></b>	Professional appropriateness in school, classroom, community and/or social media.	Professional appropriateness is not maintained in school, classroom, community and/or social media.	Unable to maintain professional appropriateness in school, classroom, community and/or social media.	
<b>Professional Presentation</b>	Dresses appropriately and has clean hygiene at all times <b><u>and serves as a role model for colleagues and students.</u></b>	Dresses appropriately and has clean hygiene all of the time.	Dresses inappropriately and/or lacks clean hygiene at times.	Dresses inappropriately and/or lacks hygiene all of the time.	
<b>Interaction with Others</b>	Comfortable and respectful when interacting with others <b><u>at all times and provides leadership to further school professionalism.</u></b>	Comfortable and respectful when interacting with others at all times.	Occasionally comfortable and respectful when interacting with others.	Struggles to be comfortable and respectful when interacting with others.	

## RUBRIC: Dispositions Advanced Programs

	<b>Exceeds Expectations (4 pts)</b>	<b>Acceptable (3 pts)</b>	<b>Progressing (2 pts)</b>	<b>Unacceptable (1 pt)</b>
<b>Initiative</b>	Demonstrates independence and initiative by finding resources beyond those provided in class/building.	Operates independently with direction and uses only resources provided in class/building.	Operates with assistance and occasionally uses the resources available.	Needs step-by-step instruction and neglects available resources available.
<b>Response to Feedback</b>	Receptive to constructive criticism.	Occasionally accepts ideas and suggestions.	Seldom accepts ideas and suggestions.	Rejects/ignores ideas and suggestions.
<b>Collaboration</b>	Actively contributes to positive group functioning.	Works well in a group.	Occasionally works well in groups.	Does not work effectively with others.
<b>Belief that All Students Can Learn</b>	Planning is student-focused, considerate of context.	Planning is based on pedagogical principles.	Planning is based on course requirements.	There is little evidence of planning.
<b>Commitment to the Profession</b>	Is a leader and supports others in adherence to standards of professional ethics.	Demonstrates adherence to standards of professional ethics.	Demonstrates limited concern for professional ethics.	Engages in unethical behavior.
<b>Fairness to All</b>	Demonstrates respect toward diverse students.	Occasionally demonstrates respect towards diverse students.	Demonstrates limited awareness of the needs of diverse populations.	Demonstrates disrespect towards diverse students.
<b>Leadership</b>	Accepts and models leadership styles.	Demonstrates leadership skills when required.	Occasionally accepts and models leadership.	Struggles to accept and model leadership styles.
<b>Communication Skills</b>	Listens and responds thoughtfully, expresses ideas clearly and articulately while speaking, writing, and orally presenting.	Demonstrates minimal responsiveness while listening to others; usually expresses ideas clearly and coherently while speaking, writing, and orally presenting.	Is sometimes non-responsive when listening to others; occasionally struggles to express ideas clearly and coherently while speaking, writing, and orally presenting.	Inappropriate responses while listening to others; struggles to express ideas clearly and coherently while speaking, writing, and orally presenting.

## Appendix 1

### Notification to Student of Review

[DATE]

[CANDIDATE'S NAME  
ADDRESS  
CITY, STATE, ZIP]

Dear [CANDIDATE'S FIRST NAME],

The Dispositions Review Committee of the Educational Professional Program (EPP) at Southern Arkansas University has scheduled a Student Performance Review (SPR) meeting for [DATE] at [TIME] in [BUILDING, ROOM #]. The purpose of the SPR meeting is to hold a comprehensive review of your status in your program. You will have an opportunity at the meeting to present information, as will [NAME OF INDIVIDUAL REPORTING ISSUE]. Written and audio records will be made of the SPR proceedings. The SPR Committee will consider all information presented to decide whether the concerns warrant further action, whether you will be placed on professional probation, or whether you will be permitted to continue in the program.

You are encouraged to attend the SPR meeting and to summarize the situation from your perspective, adding to what the recommending individual(s) reported and noting areas of agreement and/or disagreement. In addition, you have the option of submitting a written statement regarding your performance. If you choose to send written documentation, it must be received by the [INDICATE OFFICE OF CHAIR OF COMMITTEE] on [DATE – 3 BUSINESS DAYS BEFORE HEARING], so that it may be circulated among the committee members.

If you elect to attend the meeting in person, one person of your choosing may accompany you. That individual may consult with you during the meeting but may not address the committee directly. If you plan to bring an attorney, you must notify me a minimum of three university business days before the SPR, as University Counsel will be required. Written documentation that has not been previously distributed to all committee members and recommending individual(s) at least three university business days prior to the meeting may not be presented at the meeting.

Committee members may ask questions about the information presented. One question that will be asked is what you would do differently to ensure a successful outcome if you are allowed to continue in the program. You should come to the meeting prepared to respond to that question.

Enclosed are copies of the "Procedures for Student Performance Reviews" related to your situation and a copy of materials being presented. If you have not already done so, you will sign a copy of the Professional Education Unit Dispositions Form at the SPR, indicating that you have received and read the

document.

If you have any questions concerning the SPR meeting or any of the procedures, please do not hesitate to email me at [EMAIL ADDRESS].

Sincerely,

[NAME AND TITLE]

Chairperson, Dispositions Review Committee

cc: Dean, EPP  
Dean of Students  
Chair of Department  
Candidate's Advisor  
Committee Members \_\_\_\_\_

Appendix 2

Committee Decision Form

After reviewing documentation and hearing all reports of presenting issues and discussing all aspects of this candidate's performance, the consensus of the voting members of the committee was that (mark one):

**Continuation**

\_\_\_\_\_ The candidate is admitted to EPP or allowed to continue his/her program effective \_\_\_\_\_. The candidate is responsible for meeting all paperwork deadlines for registration, clinical experiences, etc. for adequate continuation.

Notes: \_\_\_\_\_

Candidates who are admitted or allowed to continue their program may be reprimanded back to the committee at any time if additional dispositional issues are indicated.

\_\_\_\_\_ A probation period is not required.

**OR**

\_\_\_\_\_ A probation period is required. The candidate is required to complete a Dispositions Development Plan (DDP) as set forth by the committee. The DDP must be completed by \_\_\_\_\_.

**Probation Completion (mark one):** \_\_\_\_\_ Successful \_\_\_\_\_ Unsuccessful

**Signature of Dispositions Review Committee Chair:**

**Date:**

\_\_\_\_\_

\_\_\_\_\_

**Dismissal**

\_\_\_\_\_ The student is denied admission or dismissed from all EPP programs.

**OR**

\_\_\_\_\_ The student is denied admission or dismissed from current program only.

This decision is effective \_\_\_\_\_ and will continued to be effective \_\_\_\_\_ permanently.

\_\_\_\_\_ for a period of \_\_\_\_\_.



Appendix 3

Dispositions Development Plan (DDP)

**Dispositions Development Plan**

**Education Professional Program**

**Southern Arkansas University**

Candidate: \_\_\_\_\_ Major: \_\_\_\_\_ ID: \_\_\_\_\_

Committee Chair: \_\_\_\_\_ Meeting Date: \_\_\_\_\_

<b>Voting Members</b>	<b>Department/Program</b>

<b>Other Attendees</b>	<b>Role</b>

The candidate:        \_\_\_\_\_ attended  
                                 \_\_\_\_\_ submitted a written statement  
                                 \_\_\_\_\_ neither attended nor submitted a written statement.

<b>Details of Dispositional Issue Indicated</b>

<b>Committee Recommendation(s) for Remediation</b>

**Adequate completion of the indicated Committee Recommendation(s) for Remediation will be reviewed on \_\_\_\_\_.**

**Remediation Outcome (mark one)**

1. \_\_\_\_\_ Remediation requirements were met as of \_\_\_\_\_. The candidate is allowed to continue in her/his program and is responsible for continuing to meet dispositional standards.
  
2. \_\_\_\_\_ Dismissal from all EPP programs has resulted from failure to meet requirement(s). Dismissal is effective \_\_\_\_\_ and is permanent.

<b>Rationale for Dismissal (Refer to Standards)</b>

**Committee Chair Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

- Copies to:
- \_\_\_\_\_ Student (via certified letter)
  - \_\_\_\_\_ Committee members
  - \_\_\_\_\_ Dean of EPP
  - \_\_\_\_\_ Dean of Students
  - \_\_\_\_\_ Dispositions Review Committee Chair
  - \_\_\_\_\_ Chair of department in which candidate was enrolled
  - \_\_\_\_\_ Candidate's Advisor
  - \_\_\_\_\_ Individual submitting dispositional concern