

UNCP Undergraduate Teacher Candidate Remediation Protocol

Overview of Disposition Assessments and Checkpoints

The Teacher Candidate Self-Assessment and Faculty Assessment are tools utilized in the Teacher Education Program to assess and monitor the dispositions and behaviors of all students throughout their candidacy. Each assessment is completed at three uniform checkpoints during a student's matriculation through a teacher education program: 1.) approximately a week prior to the admission interview, 2.) approximately a week prior to internship, and 3.) the last week of internship.

During the week prior to the admission interview, the student must complete the Professional Dispositions Self-Assessment (checkpoint #1). In addition, at least two faculty members with whom the student is acquainted (i.e., faculty advisor, content area instructor) must complete the Faculty Evaluation of Candidate Professional Dispositions for the student. It is the student's responsibility to collaborate with faculty to ensure all assessments are submitted the week prior to the admission interview.

Remediation Process

It is the intent of the Teacher Education Program at UNCP that every teacher candidate is given the opportunity to remediate behaviors or dispositions that do not align with those of effective educators and appropriate teaching standards. The following outlines the procedures for addressing candidate dispositional deficiencies including reasons for remediation, criteria for identifying a concern, possible actions, and documentation. When remediation is deemed necessary to address area(s) of concern, a 2-3 member committee consisting of the program coordinator and 1-2 faculty members must convene with the student to develop a remediation plan and appropriate course of action.

Remember, this remediation plan can be implemented at any point in a candidate's progression. It should be used when the faculty members involved notice a potential problem. Faculty do not have to wait until a checkpoint to begin remediation.

Reason for Remediation: When a teacher candidate receives a low grade in a required course, poor review in a field placement, low ratings on a disposition assessment, or when a professor recognizes a serious concern, remediation may be required. The following outlines the process for addressing such deficiencies and concerns.

Possible Criteria for Identifying a Deficiency or Concern:

1. A teacher candidate receives a rating of "never" or "rarely" on any line item of a self or faculty disposition assessment or field assessment; or
2. A teacher candidate receives two or more ratings of "occasionally" within any one section of a self or faculty disposition assessment or field assessment; or
3. A teacher candidate is identified by a course instructor or field supervisor as behaving in way that is not conducive to effective teaching or aligned with appropriate teaching standards; or

4. A teacher candidate receives a mid-term grade or final grade that does not meet the entrance, retention, or exit standards outlined in the teacher candidate handbook for the program.
5. A teacher candidate fails a course.

Possible Actions:

- A. Teacher candidate outcomes and/or plans of action stemming from disposition assessments meeting criteria 1 or 2 above are dependent upon their degree of progression through the program.

For example, a teacher candidate's disposition assessment which meets criteria 1 or 2 above at the admission interview (checkpoint #1) may be denied entrance into the Teacher Education program.

Teacher candidates whose disposition assessment meets criteria 1 or 2 at the beginning (checkpoint #2) or end (checkpoint #3) of internship will be required to produce evidence that identified concern(s) have been remediated at the discretion of program faculty and the coordinator.

A remediation plan will be used to document the remediation and any evidences that support failure or success in addressing the deficient dispositional area(s). The remediation plan template must be used to document clearly document the course of action (see Item A).

- B. Teacher candidate disposition is monitored on an on-going basis and during each course throughout the teacher education program. Should a teacher candidate be identified by a course instructor as meeting criteria 3 or maintaining ongoing dispositions misaligned with the mission of the teacher education program, a remediation plan may be instituted.

The course instructor and program coordinator will meet with the student to address the disposition(s) of concern. A remediation plan will be utilized to develop and document the remediation and any evidences that support failure or success in addressing the deficient dispositional area(s). The work or evidence is submitted to the program coordinator by the end of the course. The remediation plan template must be used to document clearly document the course of action (see Item A).

- C. Should a teacher candidate meet criteria 4 above by earning a Midterm Grade of C- or lower in any teacher education course or low ratings in dispositions and/or field experience, he/she will develop, in collaboration with the instructor and program coordinator (if applicable), a written plan to improve performance in the course. Any coursework involved should fit within the overall policies of the course in question, and teacher candidates are encouraged to seek tutoring, additional help from the instructor, and appropriate supplementary academic support as recommended by the instructor and program coordinator (if applicable).

The remediation plan template must be used to document the plan (see Item A), and may include withdrawal from the course if it is no longer mathematically possible for the teacher candidate to raise her or his average to a passing level with work remaining in the course, and the teacher candidate has not already used all allowable course withdrawals.

- D. In the event a teacher candidate meets criteria 5 above by failing a course, the deficiency or concern is evaluated by the program coordinator.

All decisions to address identified issues must be well-documented and consensually agreed upon by all members of the committee. The program coordinator will meet with the teacher candidate and assist in developing a plan of action.

This remediation process may result in mentoring, repeating the course with tutoring, or the teacher candidate withdrawing from the program. The remediation plan template must be used to document clearly document the course of action (see Item A).

Documentation:

- I. The program coordinator notifies the department chair of the names of candidates with deficiencies as soon as the deficiencies become evident and no later than 5 days after the completion, submission, and review of the disposition assessments submitted by the student and faculty members. This notification process does not have to be linked to one of the checkpoints and can occur when problems arise.
- II. The program coordinator and designated faculty members (in conjunction with the identified student) develop a remediation plan (if applicable). A completed remediation plan (see Item A) or equivalent will contain written documentation of the deficiencies and planned method of remediation, including dates for completion, and appropriate signatures.
- III. The program coordinator keeps a log of names of teacher candidates who have deficiencies, notes the remediation method, and places a copy of the completed remediation plan documentation in the candidate's department file which is kept in a locked cabinet or file room.
- IV. The program coordinator signs the log to document that the deficiency has been fully addressed or remediated.