

School of Education
Educator Preparation Programs

**Educator Dispositions
Assessment System:
*Implementation Guide***

September 17, 2021



**SCHOOL OF
EDUCATION**

Educator Dispositions Assessment System

Overview

Effective educator preparation programs (EPP) track, monitor, and objectively assess candidates' performance as they progress through their studies in coursework and clinical experiences to ensure their success and to make data-driven informed decisions. Developing and demonstrating appropriate educator dispositions is an integral part of a candidate's growth. The Council for the Accreditation of Educator Preparation (CAEP) accreditation process, as well as that of state departments of education and other professional organizations, require educator preparation programs to use appropriate assessment systems to measure and document candidate dispositions.

The Disposition Assessment System at the University of North Carolina at Pembroke's School of Education provides: (a) a systematic, consistent approach to assessing and supporting teacher candidates' disposition growth throughout their preparation, (b) a method for stakeholders (i.e., UNCP professors and partnering school personnel) to report and remediate teacher candidates' behavior, and (c) valid and reliable data for EPPs' continuous growth. To address these goals, the disposition assessment system for teacher candidates has two components: (1) a set of disposition instruments, and (2) a disposition monitoring and remediation plan.

Purpose

This guide serves as a roadmap for assessing the dispositions of UNCP candidates in the EPPs. The guide includes descriptions of the instruments and processes used for evaluating as well as reporting and remediating dispositions of all initial and advanced licensure programs. Furthermore, the guide provides descriptions of when Professional Educators (of which are specified) will administer a disposition instrument during a candidate's program progression. A disposition instrument shall be used to both raise concerns and to identify exemplary dispositional behavior of students as they progress through a program. It can be used initially to inform teacher candidates of a program's dispositional expectations and to assess baseline dispositional data and then used as candidates progress through programs to document when changes have occurred in dispositions and under what set of circumstances. Candidates are expected to demonstrate the dispositions identified on the instrument in coursework and in the field.

Additionally, the implementation process will provide the teacher candidates with the opportunity to reflect on their individual dispositions and provide a chance to alter behaviors based on the reflection or suggestions from the Program Coordinator or Director. In addition, a disposition instrument can serve as a teaching point for students because they will have a better grasp of expectations once exposed to the assessments.

Disposition Assessment Instruments

- *Educational Disposition Assessment (EDA)*

The EDA consists of dispositions and related indicators explicitly aligned to CAEP standards, INTASC Standards, and professional dispositional elements found in prominent teacher evaluation instruments. This instrument is formatted as a three-point rubric with nine research-based dispositions and is used with students at the Initial Level. The following indicators and associated

behaviors are assessed to the described expectational level using a three-point rubric:

Oral Communication: Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment. Varies oral communication as evidenced by encouraging participatory behaviors. Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Written Communication: Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses. Demonstrates precise spelling and grammar.

Professionalism: Responds promptly to communications and submits all assignments. Consistently exhibits punctuality and attendance. Maintains professional boundaries of ethical standards of practice. Keeps inappropriate personal life issues out of classroom/workplace. Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

Positive Attitude: Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues. Actively seeks solutions to problems without prompting or complaining. Tries new ideas/activities that are suggested.

Preparedness: Accepts constructive feedback as evidenced by implementation of feedback as needed. Learns and adjusts from experience and reflection as evidenced by improvements in performance. Comes to class planned and with all needed materials. Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits.

Appreciation of and value for cultural and academic diversity: Embraces all diversities as evidenced by implementing inclusive activities and behaviors with goals of transcendence. Creates a safe classroom with zero tolerance of negativity to others as evidenced by correcting negative student behaviors.

Collaboration: Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus. Maintains a respectful tone, even during dissent as evidenced by not interrupting or talking over others. Proactively shares teaching strategies as evidenced by productive collaboration.

Self-Regulation: Recognizes own weaknesses as evidenced by seeking solutions before asking for support. Researches and implements most effective teaching styles as evidenced by citing works submitted.

- *Dispositions of the Online Learner Instrument (DOL)*

The Dispositions of the Online Learner Instrument is designed for candidates participating in educator preparation programs that include a significant online component. It is aligned to ISTE, AECT, and CAEP standards and can be used along with the EDA rubric to capture a holistic view of online student dispositions. The instrument is formatted as a three-point rubric with eight research-based dispositions and is used with students at the Initial Level. The following indicators and associated behaviors are assessed to the described expectational level using a three-point rubric:

Digital Citizen: Engages in positive, safe, legal, and ethical behaviors when using technology, including social interactions online or when using networked devices. Demonstrates an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Self-Regulated: Regularly demonstrates preparedness. Displays consistency and strong work ethic.

Technology Confidence: Demonstrates a willingness to engage with technology. Displays basic computer skills (i.e., taking a screenshot, adding an attachment to an email). Is helpful to others online. Is an effective digital communicator and collaborator.

Self-Starter and Active Learner: Takes initiative. Takes interest and time to recognize where they are struggling. Independently searches for learning resources to address areas in need and studies/learns beyond what is assigned. Is willing to contact the teacher to ask questions (seeks help when needed).

Resilience: Displays commitment. Displays desire to learn regardless of the medium. Perseveres when faced with challenging situations.

Openness: Is comfortable with being uncomfortable. Demonstrates a willingness to try new processes. Is willing to consider new ideas.

Self-Motivated Learner: Demonstrates self-reliance. Displays self-initiated motivational skills (i.e. interest, goal orientations). Initiates and completes tasks or achieves goals independent of others' encouragement. Desires to be individual.

Advocator for Self: Advocates for themselves so they do not disappear or remain unseen and demonstrates accountability for one's own behavior.

- *Educational Leadership Disposition Assessment (EDLDA)*

Education leaders require a unique set of dispositions to be effective in their roles as administrators, coaches, and advocates. The Educational Leadership Disposition Assessment includes leadership dispositions for performance-based growth and development aligned with NELP and CAEP standards. The instrument is formatted as a three-point rubric with the following fifteen research-based leadership dispositions and will be used with Advanced Level students in the Masters of School Administration:

Confidence: Demonstrates self-assurance as evidenced by decisiveness in decision making. Demonstrates the ability to lead others by being supportive in efforts to develop followers who act in the best interest of the school and students. Shows consistency between their values, beliefs, and actions by developing the positive psychological states of confidence, high self-esteem, and resilience in themselves and other.

Determined/Perseverance: Demonstrates persistence (grit) and does not give up easily even when confronted with challenging situations. Demonstrates strong commitment and consistent follow through on tasks and responsibilities.

Vision: Collaboratively leads, develops, and communicates a school vision that reflects a core set of values and principles. Ability to see the big picture when making key decisions. Embeds the vision in all decisions, expectations, and daily practice. Communicates a clear vision openly with a voice characterized by purpose.

Driven to Learn: Accepts constructive feedback for continuous improvement of professional behaviors. Proactively demonstrates life-long learning for self and others. Consistently reflects on learning and professional practice.

Conflict Resolution: Effectively has difficult conversations demonstrating the idea that dealing with conflict directly is the best thing for both sides. Proactively resolves disagreements with a calm, non-defensive, and respectful reaction and identifies win-win solutions in a timely manner. Respectfully listens to understand conflict and each person's/group's point of view before acting or offering a resolution.

Embraces Diversity and Equity: Promotes a climate that makes the school welcoming, inclusive, and accepting of all students by treating others fairly and by not showing partiality to any persons or groups. Demonstrates critical consciousness of culture and race by embracing the diverse needs, interests, and strengths of all students, staff, and the larger community. Demonstrates cultural responsiveness and promotes such responsiveness among the school at large.

Relationship Skills: Possesses an ability to create positive and professional relationships with faculty, staff, and students by supporting others within and outside of their presence. Demonstrates dedication towards collaboratively building positive relationships with community stakeholders for the benefit of school improvement and P-12 student growth. Creates a climate of respect and rapport among faculty, staff, and students by demonstrating sensitivity to feelings of others at all times. Conducts self in an ethical manner and conducts relationships in a way that cultivates ethical actions in others.

High Expectations for All: Committed to high expectations, high quality instruction, and collective accountability. Inspires others to accomplish challenging work. Demonstrates personal accountability for one's self as evidenced by modeling behaviors of high expectations.

Positive Attitude: Is an advocate and spokesperson for the school to all stakeholders. Demonstrates a growth mindset towards challenging tasks. Anticipates and responds in a positive or constructive manner at all times. Displays a sense of what is appropriate and considerate in dealing with others as evidenced by being thoughtful of others' feelings and skilled at handling difficult and delicate situations.

Effective Communication: Communicates openly, honestly, and purposefully while exhibiting poise and professionalism, even when it is uncomfortable or unpopular. Creates open communication channels with others that includes multiple forms of communication (e.g., oral, written, digital). Articulates a clear point of view in an accurate and concise manner. Actively listens to diverse perspectives and uses the process of communication to link individuals, groups, and the school to build relationships, establish trust, and earn respect for self and others.

Integrity: Demonstrates strength when making decisions that are ethical and in the best interest of the students and school at large as evidenced by the ability to reflect on, communicate, cultivate, and model integrity, trust, fairness, transparency, and collaboration. Accepts total personal and professional accountability for own behavior and the educational processes of the school. Is consistent in words, actions, and deeds with no gaps between what he/she says and what he/she does. Leader is dependable; follows through on promises, keeps his/her word.

Creates a Positive Culture: Fosters shared beliefs and a sense of community and cooperation by promoting positive morale. Delegates work/tasks appropriately as evidenced by distributed leadership. Recognizes and celebrates efforts of others in a timely and consistent manner. Successfully generates an environment of trust and authentic relationships.

Possesses Professional Beliefs, Commitment, and Work Ethic: Fosters a collective belief that the school will make a difference in the academic, social, and emotional lives of students. Demonstrates an unwavering commitment towards the school and professional responsibilities as evidenced by a consistent producing high quality work.

Adaptable in Working with Staff and Stakeholders: Collaboratively engages staff and stakeholders to seek and consider diverse perspectives. Actively cultivates relationships and solicits stakeholder input to make informed decisions. Differentiates leadership approach based on the different needs of those individuals being led.

Self-Aware and Strengths and Weaknesses: Demonstrates the social emotional competence needed to maintain composure in challenging situations by being proactive rather than reactive. Demonstrates full awareness of their disposition and can self-reflect to determine how their behaviors influence the people with whom they work and serve and recognize any behavior that they need to change to lead more effectively.

- *Assessment of Professional Education Dispositions (APD)*

Professional dispositions include the attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. The APD is formatted on a four-point rubric and encompasses demonstration of the following dispositions:

Impact: Demonstrates the belief that all individuals can succeed. Provides encouraging feedback to all individuals. Respects and respond to individual needs. Provides equitable learning and development opportunities for all. Promotes positive outcomes based on assessment results

Professional Identity and Continuous Growth: Maintains positive attitudes in academic and professional settings. Demonstrates professional appearance. Acts on constructive feedback from others. Conducts self-assessments through reflection to overcome limitations and enhance strengths. Demonstrates self-initiated learning. Communicates effectively and appropriately. Shows punctuality in meeting academic and professional obligations.

Leadership: Creates 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. Maintains knowledge of and disseminate information about current research and best practices.

Advocacy: Supports and empowers individuals from diverse backgrounds. Includes families and other stakeholders in planning for individual success. Advocates for social, emotional, physical, educational, behavioral, and basic needs of others. Demonstrates empathy, professional self-confidence, fairness, persistence, problem-solving, and appropriate risk-taking on behalf of others.

Collaboration: Responds respectfully to individual perspectives and differences of others. Engages in culturally responsive practices in interactions with learners, families, communities, and colleagues. Shares information and ideas with others. Cooperates with university, school, and community personnel. Collaborates to resolve differences and solve problems respectfully and reflectively.

Ethics: Demonstrates honesty, integrity, fairness, respect for others and confidentiality. Complies with laws, policies, and procedures. Accepts responsibility for personal actions and behaviors. Follows professional codes of ethics and the UNC Charlotte Code of Academic Integrity and Student.

Responsibility: Discloses any unlawful activity upon application to and throughout the program. Passes criminal background checks and drug screening, as required. Creates and maintains appropriate interpersonal relationships in all settings.

Implementation Timeline

The EPP candidates will be introduced to the expected dispositions and rated by Professional Educators at regular intervals across their program. The following is a suggested timeline for introduction and progress monitoring of dispositions for EPP candidates.

Educator Disposition Assessment Timeline

Undergraduate Initial Licensure Level: Traditional classroom and online settings

Introduction to Dispositions	
EDA/DOL in EDN 2100: Introduction to Education	Freshman/ Sophomore Year
Checkpoint #1	
<ul style="list-style-type: none"> - Course Instructors introduce students to EDA and/or DOL instrument - Course Instructors discuss professional dispositions and how they impact school/class climate/culture and P-12 student learning (EDA Technical Guide provides references in how to familiarize students), outline rubric indicators, reflect in course readings, and analyze in research - Students self-assess themselves using EDA and/or DOL instrument (conducted in class to familiarize themselves with program dispositional expectations) - Course Instructors and Clinical Educators complete EDA and/or DOL on each candidate - Applicants read and sign the Statement of Commitment Regarding Dispositions as part of their admission paperwork into the Educator Preparation Program acknowledging the use and purpose of EDA and/or DOL 	
Preparing for admission to the Educator Preparation Program	
EDA/DOL at Admission	Sophomore/ Junior Year
Checkpoint #1	
<ul style="list-style-type: none"> - Student submits EDA and/or DOL form to two program faculty - Faculty complete the EDA and/or DOL form. If the faculty does not teach EPP courses, the Program Coordinator/Director may complete it. 	
Admission to Educator Preparation Program	
EDA/DOL in Field Experience	Senior
Checkpoint #2	
Clinical I (Course TBD in each program area)	
<ul style="list-style-type: none"> - Course Instructor completes EDA and/or DOL for candidates as part of admission to the Internship Application for prior to Pre-Internship and after Pre-Internship Field Experience 	
EDA/DOL in Internship	Senior Year; Semester 2 (End Senior Year/ Final Clinical
Checkpoint #3 Program Completion	
Clinical II - Internship (Course TBD in each program area)	
<ul style="list-style-type: none"> - University Supervisor completes the EDA and/or DOL near the midpoint of the Internship to determine candidates' eligibility for graduation or referral for review 	

Initial Licensure Level: Master of Arts in Teaching (MAT)

Admission to Educator Preparation Program	
EDA/DOL in EDN 5040: Basic Tenets to Education	First semester
Checkpoint #1	
<ul style="list-style-type: none">- Course Instructor completes an EDA and/or DOL for all candidates enrolled in EDN 5040- Program Coordinators complete an EDA and/or DOL for all candidates enrolled in the program content areas- Applicants read and sign the Statement of Commitment Regarding Dispositions as part of their admission paperwork into the Educator Preparation Program acknowledging the use and purpose of EDA and/or DOL	
EDA/DOL in 5450: Introduction to Curriculum Design	During
Checkpoint #2	
EDN courses	
<ul style="list-style-type: none">- Course Instructor and Clinical Teacher complete an EDA and/or DOL	
EDA/DOL in Method Courses	Semester before
Checkpoint #3	
last	
Clinical I (TBD in each program area)	
<ul style="list-style-type: none">- Course Instructor and Clinical Teacher complete EDA and/or DOL for candidates as part of Admission to the Internship application for Prior to Pre-Internship and After Pre-Internship Field Experience	
EDA/DOL in Internship	Last semester
Checkpoint #3	
Clinical II- Internship	
<ul style="list-style-type: none">- University Supervisor completes the EDA and/or DOL at midpoint of Internship to determine candidates' eligibility for graduation or referral for remediation	

Advanced Licensure Level: Master of Arts (MA) and Master of Arts in Education (MAEd)

Admission to Educator Preparation Program	
APD in Initial course within program	Year 1/ Semester 1
Checkpoint #1	
<ul style="list-style-type: none"> - Candidates complete an APD as self-assessment - Faculty/Program Directors complete an APD for all candidates enrolled in the program content areas - Applicants read and sign the Statement of Commitment Regarding Dispositions as part of their admission paperwork into the Educator Preparation Program acknowledging the use and purpose of APD 	
APD in Method Courses	Year 2/ Semester 1
Checkpoint #2: Midpoint	
<ul style="list-style-type: none"> - Candidates complete an APD as midpoint self-assessment - Faculty/Program Director completes APD for candidates at midpoint 	
APD during Final Semester	Year 2/ Semester 2
Checkpoint #3: Final	
<ul style="list-style-type: none"> - Faculty/Program Director and Host Administrator complete the APD to determine candidates' eligibility for graduation or referral for remediation 	

Advanced Licensure Level: Master in School Administration (MSA)

Admission to Educator Preparation Program	
EDLDA in First Course	Year 1/ Semester 1
Checkpoint #1	
<ul style="list-style-type: none"> - Candidates complete an EDLDA as Self-Assessment - Applicants read and sign the Statement of Commitment Regarding Dispositions as part of their admission paperwork acknowledging the use and purpose of EDLDA 	
EDLDA at the beginning of EDNL 5900	Internship I
Checkpoint #3	
<ul style="list-style-type: none"> - Internship Supervisor completes an EDLDA to determine candidate's initial progress and/or referral for remediation 	
EDLDA at the end of EDNL 5950	Internship II
Checkpoint #4	
<ul style="list-style-type: none"> - Internship Supervisor completes an EDLDA 	

Educational Dispositions Remediation Action Process

The Disposition Remediation Action Process provides a method for Professional Educators (UNCP faculty, University Supervisor, Clinical Educator) and Program Coordinators/Program Directors to identify and report critical concerns related to a candidate's professional dispositions. A critical concern may occur whenever a candidate displays behavior or conduct that is considered inconsistent with the requirements of the teaching profession. Provided are steps that Professional Educators shall follow as they collaborate with colleagues, candidates, and the Educator Preparation Programs' leadership to remediate the concerns. Explanations for each of the stages of intervention provide guidance to the student and professional educators.

STEP 1: The Program Educator provides corrective feedback and redirection to the candidate during coursework and/or field and clinical experiences.

Professional educators (PEs) are directed to assess dispositions as they evaluate candidates' assignments, review discussion posts, and observe clinical experiences. When issues regarding candidates' dispositions occur, PEs must provide timely correction through guidance and redirection to individual candidates within three days of the issue occurring. Often, engagement between the candidate and professional educators resolves disposition concerns.

Step 1 Procedures

1. **Meeting:** The PE and candidate meet to address concerns and discuss possible resources and solutions. Corrective feedback and redirection will be documented. The corrective action may include written and/or oral comments, providing an opportunity for the candidate to address the issue and move forward in the course and program.
2. **Documentation:** The PE submits an EPP Hawk Alert in the EAB system including comments regarding the particular concern, which informs the Faculty Advisor and Program Coordinator/Director (PC/PD) of the concern. If the PE and PC/PD are the same person, another PE must be included.

If these initial corrections are ineffective, and the behaviors remain unsatisfactory, corrective action progresses to Step 2. Some concerns and behaviors may be significant enough to warrant Step 2 intervention.

Step 2: Professional Educator and Program Coordinator/Director submit a Remediation Plan.

If feedback and redirection are not effective in Step 1, the PE notifies the PC/PD and together they follow Step 2 procedures.

Step 2 Procedures:

1. **Meeting:** The PE and PC/PD meet. Together they complete an Educator Disposition Assessment and develop a Remediation Plan.
2. **Documentation:**
 - a. Remediation Plan, including criteria for meeting InTASC and/or academic/dispositional goals, is submitted. Educator Disposition Assessment (EDA) is completed and submitted.
 - b. The candidate is notified and signs the Acknowledgment Form. The candidate begins remediation within a timeframe. Once the time for remediation concludes, the

- candidate submits evidence or documentation of meeting the goals.
- c. The PC/PD evaluates the candidate's performance and submits a Follow-up Form.

If the candidate fails to achieve the expected goals, corrective action progresses to Step 3.

Step 3: Candidate, Program Coordinator/Director and Faculty Advisor discuss options.

Step 3 is initiated when inappropriate behaviors have continued, recurred, and/or are becoming more severe following the Step 2 procedures. Step 3 may also be initiated as the first formal corrective stage when the behavior(s) are of severity in nature.

Step 3 Procedures:

1. Meeting: The candidate, PC/PD and Faculty Advisor meet to discuss the disposition(s) of concern, options and set clear goals within a specific timeframe.
2. Documentation:
 - a. PC/PD and Faculty Advisor submit notes from the meeting in EAB.
 - b. The Department Chair is notified of concerns and meeting results by email.
 - c. The candidate submits evidence of meeting the expected goals in Taskstream.

If the candidate is non-compliant or if insufficient progress has been made, a formal referral will be made in Step 4.

Step 4: Candidate is referred to the Dean/Director of EPP's Office.

Step 4 encompasses a referral to the Dean of the School of Education/Director of Educator Preparation Programs as a last resource.

Step 4 Procedures:

1. Meeting: The PC/PD, Department Chair, Dean/Director of EPP confer to review the case and determine appropriate actions.
2. Documentation: The candidate is notified of the course of action in writing by email

Step 1

- Professional Educator meets with Candidate, offers corrective feedback and redirection during coursework and/or field experience
- Professional Educator and Candidate brainstorm suggestions for improvement and possible resources.
- Professional Educator submits a Hawk Alert and post notes in EAB

NO

- Issue is not resolved
- Proceed to Step 2

YES

- Issue is resolved
- Candidate continues progress

Step 2

- Professional Educator and Program Coordinator/Director develop and submit Remediation Plan in Taskstream, including criteria for meeting InTASC and/or Academic-Dispositional Goals
- Candidate acknowledges the Remediation Plan on Taskstream and begins remediation within timeframe
- Candidate submits evidence/documentation
- Program Coordinator/Director evaluates candidate's performance and submits Follow-up Form in Taskstream

NO

- Candidate does not meet criteria
- Proceed to Step 3

YES

- Candidate meets criteria
- Candidate continues progress

Step 3

- Candidate, Program Coordinator/Director and Faculty Advisor meet to discuss options and set clear goals within a specific timeframe

NO

- Candidate did not meet goals
- Proceed to Step 4

YES

- Candidate meets goals
- Candidate continues progress

Step 4

- Program Coordinator, Department Chair, Dean/Director of EPP confer to review the case and determine appropriate actions

School of Education
Statement of Commitment Regarding Dispositions

The School of Education, in collaboration with the Colleges of Arts and Sciences, the College of Health Sciences and the Graduate School is responsible for preparing candidates who have the required knowledge, skills and dispositions to become effective educators. Therefore, your chosen program of study prepares you to demonstrate knowledge, skills and dispositions expected of excellent professionals. Faculty and/or school personnel will evaluate your demonstration of these dispositions and provide you with feedback about your progress.

Professional dispositions include the attitudes, values, commitments, and ethics expected of professional educators, such as the ideal of fairness and the belief that all students can learn. The Code of Ethics for North Carolina Educators, the North Carolina Code of Academic Integrity, and the College of Educations Conceptual Framework more specifically articulate the behaviors expected of all education professionals. The dispositions listed below are assessed through valid and reliable instruments based upon candidates' observable behavior in educational settings:

Educational Disposition Assessment (EDA)	Dispositions of the Online Learner (DOL)	Educational Leadership Disposition Assessment (EDLDA)	Assessment of Professional Dispositions (APD)
Oral Communication	Digital Citizen	Positive Attitude	Impact
Written Communication	Self-Regulated	Effective Communication	Professional Identity and Continuous Growth
Professionalism & Positive Attitude	Technology Confidence	Integrity	Leadership
Preparedness	Self-Starter and Active Learner	Creates a Positive Culture	Advocacy
Appreciation of and Value for Cultural and Academic Diversity	Resilience	Possesses Professional Beliefs, Commitment, and Work Ethic	Collaboration
Collaboration	Openness	Adaptable in Working with Staff and Stakeholders	Ethics
Self-Regulation	Self-Motivated Learner	Self-Aware/Strengths	Responsibility

Positive Attitude	Advocator for Self	and Weaknesses
Social Emotional		Confidence
Learning		Determined/Perseverance
		Vision
		Driven to Learn
		Conflict Resolution
		Embraces Diversity and Equity
		Relationship Skills
		High Expectations for All

I _____ acknowledge that dispositions identified above apply to the university setting, courses, early field experiences, and clinical experience/student teaching. I recognize that a strong correlation exists between the dispositions of teachers and the quality of their students' learning. I know that teachers who care about their students and are willing to exert the effort needed to ensure the classroom is a productive learning environment, possess the professional dispositions outlined in the EDA. I am aware my professional dispositions will be assessed throughout the teacher education program and will have a bearing on decisions made regarding eligibility to complete in a successful manner.

Student signature: _____

Major/licensure area: _____

Date: _____

Candidate Intervention/Remediation Plan

The form is completed by the Professional Educator working with the candidate and Program Coordinator/Director. Completed forms are submitted.

Candidate: _____ Major: _____ Date: _____

Candidate Intervention/Remediation

The candidate who fails to meet any CAEP/state mandated candidate performance assessment benchmark and fails to evidence acceptable mastery of any identified element of the state standards and the associated indicators/InTASC Standards at the accomplished or exemplary level, or fails to demonstrate acceptable performance of dispositions is referred to Program Coordinator/Director for intervention/remediation. The referring Professional Educator and Program Coordinator/Director will recommend specific interventions/remediation intended to help the candidate achieve the expected targets and benchmarks. Dispositions are assessed throughout the program of study. If a candidate is referred due to dispositional concerns, he/she is required to participate in an intervention/remediation plan which is documented on this form and kept in the candidate's file. If the candidate's disposition(s) fail to improve, further steps will follow, which may include the option of dismissing the individual from the program.

Reason for Intervention/Remediation (check all that apply):

- State/InTASC Standards Not Met
- Academic Progress
- Dispositions
- Other: _____

Intervention/Remediation Plan

Please list the State/InTASC Standards not met (if appropriate) and/or academic progress or disposition(s) of concern. Provide the specific interventions aligned with the concerns, the criteria for mastery and timeline.

I have read and understand the Candidate Intervention/Remediation Plan and its full implications regarding my continued progress in the Teacher Education Program at UNCP.

Candidate's Signature: _____ Date: _____

Professional Educator Signature: _____ Date: _____

Program Coordinator/Director Signature: _____ Date: _____

Candidate Intervention/Remediation Plan

Follow-up Form

The form is completed by the Program Coordinator/Director. Completed forms are submitted to Taskstream.

Candidate: _____ Major: _____ Date: _____

End of semester outcomes/results of intervention/remediation (check all that apply)

- Candidate failed to meet requirements of the State/InTASC Standards at an acceptable level
- Candidate met requirements of the State/InTASC Standards at an acceptable level
- Candidate failed to fulfill academic/dispositional progress goals
- Candidate fulfilled academic/dispositional progress goals
- Other:

Faculty Follow Through:

- Candidate progresses in the Teacher Education Program
- Candidate is referred to the Dean of the School of Education/Director of the Educator Preparation Program

Program Additional Comments:

EPP Faculty

Signature: _____ Date: _____

Faculty Issuing Rating Leading to Remediation Signature: _____ Date: _____

	Prime Video) <i>Remember the Titans</i> https://www.imdb.com/title/tt0210945/ (Amazon Prime Video)	Example
Collaborates effectively with stakeholders	<i>School of Rock</i> Clip: Trailer https://www.youtube.com/watch?v=3PsUJFEB74	Non-example
	<i>Ferris Bueller's Day Off</i> Clip: Mr. Rooney's phone call https://www.youtube.com/watch?v=gm5fVx8vbu0	Non-example
Self-regulated learner behaviors/ takes initiative	<i>Good Will Hunting</i> https://www.amazon.com/Good-Will-Hunting-Ben-Affleck/dp/B006RXPT82 (Amazon Prime Video) <i>Dangerous Minds</i> https://www.amazon.com/Dangerous-Minds-Michelle-Pfeiffer/dp/B00BQJ37DG (Amazon Prime Video)	Example Example
Social/Emotional intelligence to promote personal and educational goals/stability	<i>Music of the Heart</i> https://www.amazon.com/Music-Heart-Meryl-Streep/dp/B00AYB1WD4 (Amazon Prime Video)	Example
	<i>The Great Debaters</i> https://www.amazon.com/Great-Debaters-Denzel-Washington/dp/B003Z6WFWC (Amazon Prime Video)	Example
	<i>Monsieur Lazhar</i> https://www.amazon.com/Monsieur-Lazhar/dp/B00932A6GE (Amazon Prime Video)	Example