

Dispositions Monitoring System

A dispositions committee was formed in the spring 2004 semester by the Education Department to develop a means to assess student dispositions. The background and rationale are research based and aligned with the standards of the College of Education and Human Services Conceptual Framework, the Pennsylvania Department of Education Chapter 354, the National Board for Teacher Certification Standards, and the various specialty program associations' professional ethics standards.

The work that his committee had done and a process practiced by the Special Education Department have informed the following proposal.

Goals:

1. To create a system that will monitor the Dispositions of Teacher Candidates as identified in our Conceptual Framework, the Pennsylvania Department of Education's certification requirements, and the National Board for Professional Teaching Standards using a process designed to provide multiple sources of evidence of mastery of identified dispositions across all professional programs in the College of Education and Human Services.
2. To create a system that will provide the opportunity for all faculty members to monitor dispositions of students in professional courses.
3. To provide a means for remediation of identified student candidate dispositional issues.

Description of the Monitoring System:

Faculty members are best positioned to identify potential problems and initiate early intervention strategies before students reach candidacy. This Monitoring System is an ongoing process beginning with informal observations by the faculty of students enrolled in their professional courses and continuing with a formal observation by cooperating teachers of the students in Block and a final, formal observation of the student by cooperating teachers and university supervisors during Student Teaching.

During at least one departmental meeting per semester, a portion of the time will be spent in discussing concerns with student issues. If there are any areas of concern, the faculty addresses the identified area(s) through the Professional Dispositions Rubric (see pgs. 4 – 5). The departmental minutes reflect the number of students identified and the nature of the concerns with respect to the Professional Dispositions Rubric. The next step in the process is for the student's advisor or other faculty member to meet with the student and develop a plan for remediation. A copy of the Professional Dispositions Rubric with assessments, anecdotal comments, the date, and the student's name are placed in a confidential file. This documentation stays in the student's confidential file until graduation when the file is expunged.

Outline of the Monitoring System

1. Professional Program Courses

- a. Problem identified in department meeting by any faculty member and documented by the department with regard to the Professional Dispositions Rubric.
- b. Student meeting with advisor / faculty member.
- c. Monitor student for 1 semester.
- d. Documentation for the problem resolution is contained in the student confidential file.
- e. File is maintained through graduation.

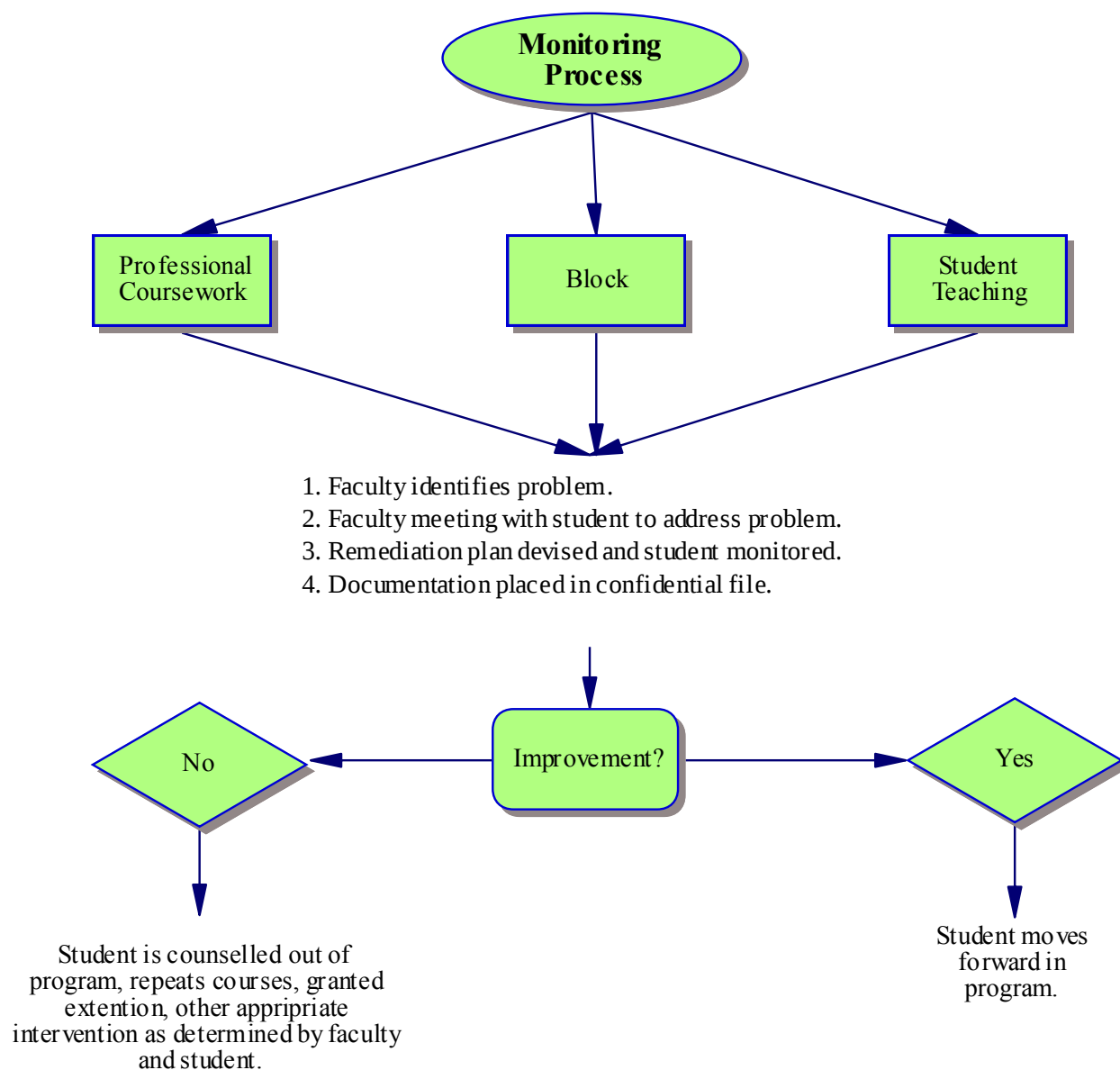
2. Block

- a. Problem identified by cooperating teacher and / or faculty member during Block with a formal observation recorded with the Professional Dispositions Rubric.
- b. Student meeting with advisor / faculty member.
- c. Monitor student.
- d. Documentation for the problem resolution is contained in the student confidential file.
- e. File is maintained through graduation.
- f. Block faculty put dispositional data in the online Data Collection System.

3. Student Teaching

- a. Problem identified by cooperating teacher and / or faculty member during Student Teaching.
- b. Student meeting with university supervisor.
- c. Monitor student.
- d. Documentation for the problem resolution is contained in the student confidential file.
- e. File is expunged after graduation.

Diagram of the Monitoring System:



**CLARION UNIVERSITY OF PENNSYLVANIA
EDUCATION DEPARTMENT
Professional Dispositions Rubric**

Disposition	4 Outstanding	3 Competent	2 Needs Improvement	Score
Acceptance of Professional Responsibilities	The candidate consistently demonstrates a willingness to accept professional responsibilities.	The candidate frequently demonstrates a willingness to accept professional responsibilities.	The candidate sometimes or rarely demonstrates a willingness to accept professional responsibilities.	
Attendance and Punctuality	The candidate consistently demonstrates an understanding of attendance and punctuality in the performance of professional responsibilities.	The candidate frequently demonstrates an understanding of attendance and punctuality in the performance of professional responsibilities.	The candidate sometimes or rarely demonstrates an understanding of attendance and punctuality in the performance of professional responsibilities.	
Professional Performance	The candidate consistently demonstrates an appearance that is reflective of a professional attitude in the performance of professional responsibilities.	The candidate frequently demonstrates an appearance that is reflective of a professional attitude in the performance of professional responsibilities.	The candidate sometimes or rarely demonstrates an appearance that is reflective of a professional attitude in the performance of professional responsibilities.	
Personal Initiative	The candidate consistently demonstrates a willingness and ability to take personal initiative in the performance of professional responsibilities.	The candidate frequently demonstrates a willingness and ability to take personal initiative in the performance of professional responsibilities.	The candidate sometimes or rarely demonstrates a willingness and ability to take personal initiative in the performance of professional responsibilities.	
Flexibility and Adaptability	The candidate consistently demonstrates the flexibility and adaptability needed in the performance of professional responsibilities.	The candidate frequently demonstrates the flexibility and adaptability needed in the performance of professional responsibilities.	The candidate sometimes or rarely demonstrates the flexibility and adaptability needed in the performance of professional responsibilities.	
Professional Consideration of Diverse Populations	The candidate consistently demonstrates the willingness and ability to listen to and consider the needs, thoughts, and feelings of diverse individuals within the educational community in the performance of their professional responsibilities.	The candidate frequently demonstrates the willingness and ability to listen to and consider the needs, thoughts, and feelings of diverse individuals within the educational community in the performance of their professional responsibilities.	The candidate sometimes or rarely demonstrates the willingness and ability to listen to and consider the needs, thoughts, and feelings of diverse individuals within the educational community in the performance of their professional responsibilities.	
Professional Communications	The candidate consistently demonstrates the ability and willingness to communicate in a professional manner with learners and their families and within the educational community in the performance of their professional responsibilities.	The candidate frequently demonstrates the ability and willingness to communicate in a professional manner with learners and their families and within the educational community in the performance of their professional responsibilities.	The candidate rarely or sometimes demonstrates the ability and willingness to communicate in a professional manner with learners and their families and within the educational community in the performance of their professional responsibilities.	

Disposition	4 Outstanding	3 Competent	2 Needs Improvement	Score
Acceptance of Constructive feedback	The candidate consistently demonstrates the need to accept, respond to, and adjust teaching strategies based upon constructive feedback and self-reflection in order to improve professional performance in and out of the classroom throughout the teaching/learning sequence.	The candidate frequently demonstrates the need to accept, respond to, and adjust teaching strategies based upon constructive feedback and self-reflection in order to improve professional performance in and out of the classroom throughout the teaching/learning sequence.	The candidate rarely or sometimes demonstrates the need to accept, respond to, and adjust teaching strategies based upon constructive feedback and self-reflection in order to improve professional performance in and out of the classroom throughout the teaching/learning sequence.	
Reflection	The candidate consistently demonstrates the willingness and ability to engage in reflection in action of their knowledge, skills and classroom practices as a professional educator and to modify their practices based upon this reflective ability.	The candidate frequently demonstrates the willingness and ability to engage in reflection in action of their knowledge, skills classroom practices as a professional educator and to modify their practices based upon this reflective ability.	The candidate rarely or sometimes demonstrates the willingness and ability to engage in reflection in action of their knowledge, skills and classroom practices as a professional educator and to modify their practices based upon this reflective ability.	
*Professional Appearance	The candidate consistently demonstrates a professional appearance.		The candidate does not always exhibit a professional appearance.	

*Candidate dress should exhibit a professional appearance.

- Dress slacks/skirts and shirts, blouses, or sweaters are acceptable.
- Blue jeans, shorts, short skirts, cutoffs, overalls, military fatigues, T-shirts, tank tops, sweatshirts, and sweatpants are not acceptable.
- Clothes that are too tight and/or too revealing (i.e. midriff or cleavage showing) are not acceptable.
- Jewelry and body piercing should be kept at a minimum to avoid injury to the children and the student.

CLARION UNIVERSITY OF PENNSYLVANIA
Professional Dispositions Monitor

Student _____ Date _____

Pre-Block _____ Block _____ Student Teaching _____

Classroom Teacher _____ School _____ Grade _____

Competency achievement:

O	Outstanding –exceeds expectations	C	Competent - meets expectations	N	Needs improvement
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PROFESSIONAL DISPOSITIONS

4 3 2

The candidate demonstrated:

- | | | | |
|---|---|---|---|
| 1. acceptance of professional responsibilities | O | C | N |
| 2. punctuality..... | O | C | N |
| 3. performance of professional responsibilities | O | C | N |
| 4. ability to take personal initiative..... | O | C | N |
| 5. flexibility and adaptability in performing professional responsibilities | O | C | N |
| 6. consideration of the needs of diverse learners | O | C | N |
| 7. ability to communicate professionally with others | O | C | N |
| 8. acceptance of constructive feedback..... | O | C | N |
| 9. responds to constructive feedback | O | C | N |
| 10. ability to engage in self-reflection and modification of practices..... | O | C | N |
| 11. professional appearance | | | N |

ATTENDANCE: Number of days missed _____

ADDITIONAL COMMENTS

Do you recommend that this student receive additional field experience or other remediation prior to the next field placement? Yes _____ No _____

 University Supervisor

 Cooperating Classroom Teacher

Candidate Signature: _____ Date _____