# Spalding University College of Education Candidate Dispositions Evaluation and Support Process

The College of Education has developed and formalized the following process for evaluating, advising, and supporting candidates throughout their course work and field/clinical experiences required for program completion in the education profession. This process is independent from other legal or academic processes currently in effect at Spalding University.

Faculty in the College of Education and educational practitioners in field/clinical settings will evaluate all candidates’ professional dispositions at regular points throughout each academic year. The *Spalding University College of Education Professional Dispositions Evaluation* tool and rating scale (see page 3) is disseminated to all candidates at the point of admission to their program and discussed at subsequent times as necessary. The Spalding University College of Education has validated the tool and rating scale through the Lawshe (1975) method of surveying content experts, a pilot study, and continued use with revision.

The College of Education faculty will review candidates whose evaluators mark “Have Concerns to Address” on one or more items of the dispositions instrument. Concerns deemed by the COE to be in violation of the *Spalding University Honor Code of Conduct* will be referred to the

Spalding University Dean of Students [(https://studenthandbook.spalding.edu/2018/?id=104)](https://studenthandbook.spalding.edu/2021/?id=104).

All other concerns will signal initiation of the *COE Professional Dispositions Concerns Process* (see page 4). The candidates identified will be required to meet with a COE faculty member to propose a plan of action for remediation, and document the conversation through signing and dating the Professional Dispositions Concerns Form. Copies of the Professional Dispositions Concerns form are to be retained by the candidate, faculty member, and the COE unit head. The Program Director and/or COE unit head will contact candidates who refuse to meet with the COE faculty at this point during the dispositions evaluation process.

Candidates who are marked “Have Concerns to Address” in a second evaluation cycle must meet with the COE unit head to develop a formal *Professional Dispositions Action Plan* (see page 5) for remediation and support. This plan will include specific objectives to be met, support procedures to be employed, progress assessment procedures to be implemented, and a timeline for progress evaluation. All persons involved with the development and assessment of this *Professional Dispositions Action Plan* must sign and date the form, and retain copies. The candidate should also be aware that information pertaining to the *Professional Dispositions Action Plan* can be shared with key persons outside of the University who are affected by the implementation of the plan (e.g., cooperating teachers, principals, counselors, etc.).

Upon completion of the *Professional Dispositions Action Plan* allotted time, the COE unit head will conduct a formal review of the outcomes and next steps. Notes documenting the outcome of this meeting will be retained by the COE in the candidate’s advising file. Successful completion of the *Professional Dispositions Action Plan* will result in the candidate’s retention and continuation toward successful program completion. Unsatisfactory progress toward meeting the *Professional Dispositions Action Plan* objectives within the stipulated period will result in a formal review by the College of Education faculty and leadership to determine the impact of this unsatisfactory progress evaluation. This review may lead to revising or extending the *Professional Dispositions Action Plan*, advising the candidate to reevaluate his or her career choice, or referring the candidate for discipline at the university level should that be required. If this review of the candidate documents the need for dismissal from the program, the COE unit head will make the final determination. Candidates who have been dismissed from the program have the option to pursue the appeal process as outlined in the Spalding University Catalog ([https://studenthandbook.spalding.edu/2021/?id=143)](https://studenthandbook.spalding.edu/2021/?id=143).

# Spalding University College of Education Dispositions Evaluation

Please rank the candidate in your classroom on the following items. The scale for each item is below:

1. Not Observed/Not Enough Information
2. Have Concerns to Address
3. Developing/On the Right Track
4. Acceptable/Consistently Displays

|  |  |
| --- | --- |
|  | Rating |
| 1. Meets the daily physical demands of the profession. *(Completed by Field Experience*  *Teacher)* |  |
| 2. Maintains professional appearance and personal hygiene*. (Completed by Field Experience*  *Teacher)* |  |
| 3. Conducts personal and professional activities in a respectful, legal, ethical, and confidential manner. |  |
| 4. Complies with rules and reports problems to appropriate persons. |  |
| 5. Meets class, university, field experience, practicum, and program deadlines and time commitments. |  |
| 6. Arranges ahead of time for unavoidable delays or absences, and solicits exceptions only for legitimate circumstances. |  |
| 7. Acknowledges her/his own responsibility and culpability for performance. |  |
| 8. Expresses and models commitment to education as a career. |  |
| 9. Meets standards of social conduct and carries out responsibilities without compromising personal/professional integrity. |  |
| 10. Values the work of self and others by using citations and avoiding plagiarism. |  |
| 11. Demonstrates the belief that all students can learn by respectfully affirming individual student differences. |  |
| 12. Demonstrates perseverance and resilience in meeting academic and professional goals. |  |
| 13. Is caring and considerate in verbal and nonverbal communications with children, faculty, teachers, and staff in schools. |  |
| 14. Cooperates in group enterprises, contributes constructively, disagrees courteously, avoids sarcasm, makes constructive suggestions, accepts constructive criticism, and modifies decisions and actions appropriately. |  |
| 15. Responds positively to feedback by engaging in constructive discussion with supervisor and implementing suggestions for improvement. |  |
| 16. Exhibits awareness of and responds with fairness and sensitivity to diverse sociocultural perspectives across varied environments. |  |
| 17. Elicits feedback and consults professional resources in pursuit of professional growth. |  |

# Professional Dispositions Concerns Form

**Spalding University College of Education**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Individual expressing concern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***AREA(S) OF CONCERN:*** *(to be filled out by faculty/staff person with the concern)*

***CANDIDATE RESPONSE:***

Candidate Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The Professional Dispositions Action Plan**

**Spalding University College of Education**

Candidate Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Professional Dispositions Areas of Concern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Goal(s): Specific, measurable professional goal(s) for improving the Professional Behavior of the candidate and in order to achieve success in the program of study.

Strategies for reaching the goal(s): Please describe in detail the agreed upon plan to address the area(s) of concern and meet the goal. Be specific including potential barriers to success and the plan to overcome these barriers.

Resources: Identify any resources that would be helpful in reaching the goal(s).

# Goal #1:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Strategies:

Resources:

Timeline:

# Goal #2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Strategies:

Resources:

Timeline:

Date to review plan and goal(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*NOTE: This Professional Dispositions Action Plant has been developed due to a continuing concern that must be remediated in order for the candidate to remain in the College of Education. Failure to meet the terms of this contract will result in further action, up to and not limited to dismissal from the College of Education.*

**Signatures:**

Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COE Representative: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional Attendee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_