

**Clarion University of Pennsylvania
School of Education
Education Department
Special Education Department
Dispositions Monitoring and
Alert System**



Clarion University of Pennsylvania Dispositions

Professional dispositions are a critical component of being an effective educator. Teacher candidates in Clarion's undergraduate and graduate education programs are expected to demonstrate professional dispositions as reflected in professional, state, and institutional standards. The Unit's goals for professional dispositions directly relate to fairness and the belief that all students can learn. Dispositions are introduced to candidates by SOE advisors in initial meetings. A professional disposition form and corrective procedures are used in situations when candidates demonstrate behaviors that suggest unprofessional dispositions in classes or field experiences. If there is an issue, the candidate must meet with the instructor, advisor, and/or Field Services Director as well as the Department Chair. If necessary, a remediation plan is put into place. In addition, dispositional evaluation is embedded in the STPP. Ten items on the STPP reflect candidates' attitudes, ethics, and values that are indicative of successful, caring professionals. Ongoing evaluation of dispositions during student teaching provides an opportunity for any necessary intervention. At the end of their student teaching experience, candidates are also asked to evaluate themselves on various dispositions.

GOALS OF THE DISPOSITION MONITORING AND ALERT SYSTEM

1. Monitor dispositions of teacher candidates as identified in the Clarion University of Pennsylvania School of Education Conceptual Framework, the Pennsylvania Department of Education's certification requirements, and CAEP Standards using a process designed to provide multiple sources of evidence of mastery of identified dispositions across all professional programs in the School of Education.
2. All faculty members receive instruction about how to utilize the Disposition Monitoring and Alert System.
3. All faculty members participate in monitoring dispositions of teacher candidates enrolled in Education, Early Childhood, and Special Education courses.
4. Identify students displaying dispositional issues and remediate.
5. Share disposition alerts with all faculty members through Chalk and Wire which is a central repository system.

Clarion University adheres to CAEP Definition of Dispositions

Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. CAEP expects institutions to assess professional dispositions

2/12/20

based on observable behaviors in educational setting. Additionally, according to CAEP standard 3.3, “educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.” (<http://caepnet.org/standards/standard-3/components>)

DISPOSTIONS MONITORING SYSTEM

1. For undergraduates monitoring begins when students enroll in Education and Special Education courses taken before Block experiences and continues through student teaching. The disposition form will be completed in Chalk and Wire in the following courses every semester as part of the ongoing monitoring system: **ECH 141, ECH 310, & ECH 416; ED 110, ED 328, ED 332, ED 337, & ED 339; EDML 322, EDML 324, EDML 325, & EDML 334; SPED 111, SPED 426, SPED 427 & SPED 450.** For advanced programs with graduate students (reading specialist), disposition monitoring occurs in Fall Courses (**ED 564 or ED 567**) and in the Practicum (**ED 570/ED 571**) courses. Graduate student disposition forms will be completed in Chalk & Wire
2. Each fall and spring semester student dispositions will be discussed at program level meetings (Early Childhood, Middle Level, Secondary, and Special Education, SPED Graduate Programs, EDUC Graduate Programs). Program meeting minutes should include the type of behaviors and number of “Professional Dispositions Alert” forms, dispositions data collected on the STPP form completed, and any other program specific data collected during the past semester. Trends should be identified and strategies implemented to reduce patterns of negative dispositions. Each program submits a written report to the SOE Dispositions Committee. See Appendix E.
3. A standing SOE Dispositions Committee made up of a representative from each EDUC and SPED undergraduate program area, EDUC graduate programs, and SPED graduate programs meets each fall and spring semester to review the prior semester’s program dispositions alerts.
4. Annually, concerns regarding student dispositions in a department will be discussed at department level meetings (Education and Special Education). Department meeting minutes should include the type of behaviors and number of “Professional Dispositions Alert” forms and program data collected over the past year report, trends identified, and strategies identified to reduce patterns of negative dispositions.

DISPOSTIONS ALERT SYSTEM

1. When a graduate or undergraduate disposition alert is identified by a faculty member the “Dispositions Alert System” is initiated. Likewise, if negative data is recorded on the STPP form, then a disposition form needs to be submitted with appropriate tags in place.
2. The “Dispositions Alert System” process is delineated in the “Undergraduate Dispositions Monitoring Flow Chart.” (Appendix A)
3. Completed “Disposition Alert Forms” will be submitted to Chalk and Wire and made available for future review.

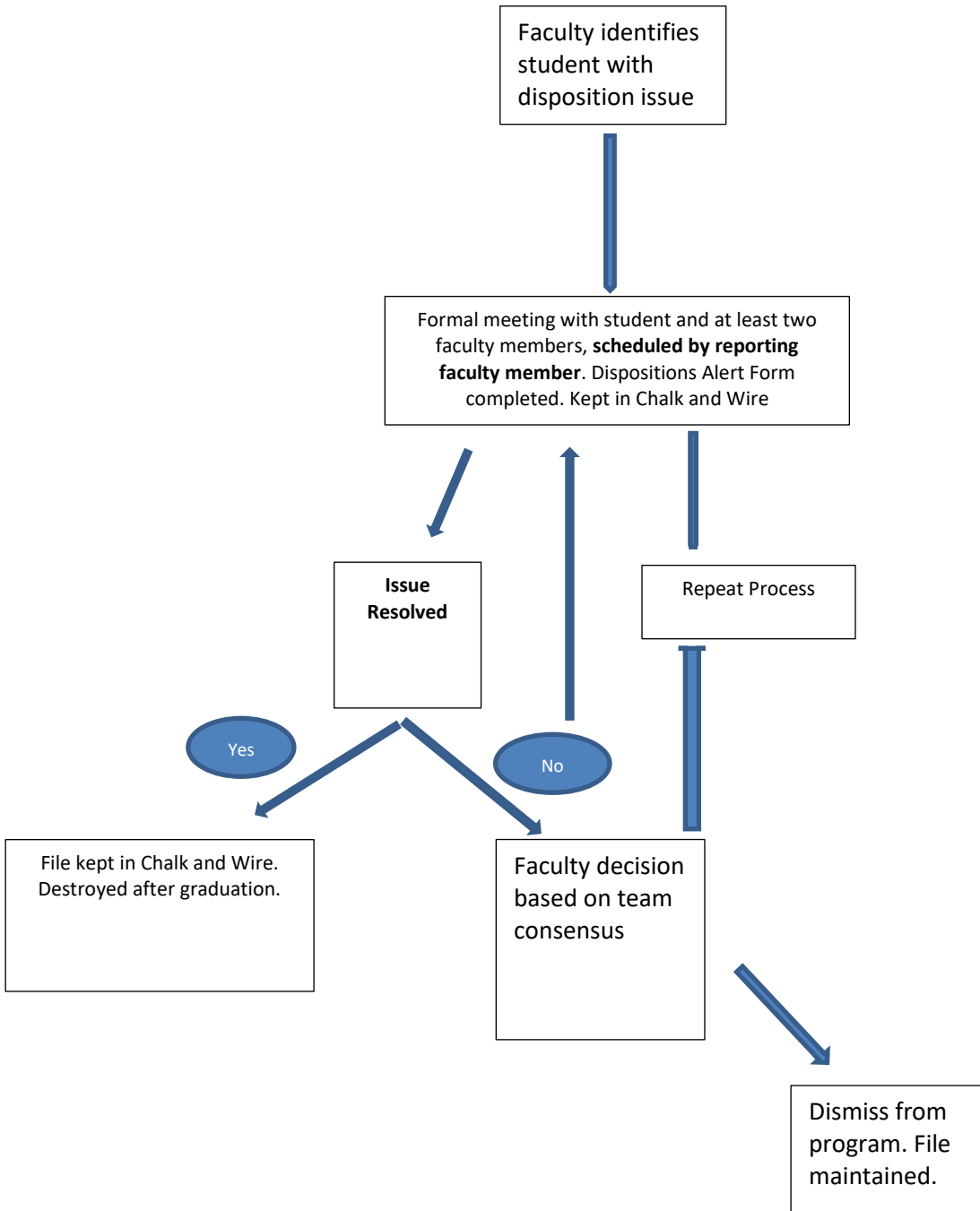
2/12/20

4. Disposition Alerts will use a Tagging System to identify student dispositional trends. The trends will be identified through Chalk and Wire data reporting and then monitored by the SOE Dispositions Committee.
5. For students who display appropriate disposition but have marginally passing performance in block field experiences and/or courses, a disposition form should be filled out with a tag of “**preparation**”. The comment field should be filled out supplying the evidence of the negative rating.

APPENDICES

- A. Dispositions Alert Flow Chart
- B. STPP
- C. Dispositions Rubric
- D. Tagging System
- E. Program Level Disposition Trend Report

Appendix A Dispositions Alert System Flow Chart



APPENDIX D.
Tagging System in Chalk and Wire

- 1) If a student displays a behavior that warrants a negative rating on the disposition monitoring system form, a comment must be provided as evidence of the rating. Additionally, the behavior must be “tagged” in order to collect data and monitor trends.
- 2) The following “tags” should be used when alerting the assessment committee of behaviors to be monitored: **Professionalism, Preparation, Respect, and/or Confidentiality.**
 - a. **Professionalism:** behavior, communication, responding to feedback, professional dress
 - b. **Preparation:** lesson/activity plans, materials, poor academic performance, punctuality
 - c. **Respect:** for others, self, and/or diverse opinions
 - d. **Confidentiality:** of student/family records, experiences, and/or interactions
- 3) The SOE Dispositions Committee will run monthly reports to collect data, identify trends, and monitor progress of students who have been issued disposition statements.
- 4) When negative trends are discovered, the SOE Dispositions Committee will convene to establish remediation to address the trend. (e.g. digital module, F2F workshop, or content added to specific course, etc.)

2/12/20

APPENDIX E: PROGRAM LEVEL DISPOSITION TREND REPORT

Program Name: (action box)

- ECH
- MID LEVEL
- SECONDARY
- ECH/SPED
- SPED
- INTERVENTION SPECIALIST
- READING SPECIALIST

Date: (fillable box or calendar to choose date)

Trends Identified: (action box where selection is made) Please indicate identified trends. In the comment box please indicate how many students exhibited selected dispositions.

- **Professionalism** (*take action*)
 - **Behavior** (*comment box*)
 - **Communication** (*comment box*)
 - **Accepting Feedback** (*comment box*)
 - **Professional Dress** (*comment box*)
- **Preparation** (*take action*)
 - **Lesson/Activity Plans** (*comment box*)
 - **Materials** (*comment box*)
 - **Poor Academic Performance** (*comment box*)
 - **Punctuality** (*comment box*)
- **Respect** (*take action*)
 - **For Others** (*comment box*)
 - **For Self** (*comment box*)
 - **For Diverse Opinions** (*comment box*)
- **Confidentiality** (*take action*)
 - **Student/Family Records** (*comment box*)
 - **Experiences** (*comment box*)
 - **Interactions** (*comment box*)

Intervention Taken: (*Action box, select one or more of the following 4 tags, then indicate which subcategory of trends were identified within each tagged category, along with action taken.*) Please indicate the trends identified and describe the action taken to address the concern.

- **Professionalism** (*take action*)
 - **Behavior** (*take action*)
 - **Digital module** (*comment box with text: Indicate Title and delivery dates*)
 - **F2F Workshop** (*comment box with text: Indicate Workshop Title, Facilitator Name and Date Delivered*)
 - **Course Content** (*comment box with text: Indicate course # and content added*)
 - **Other** (*comment box with text: Indicate action taken*)

- **Communication** (*comment box*)
 - **Digital module** (*comment box with text: Indicate Title and delivery dates*)
 - **F2F Workshop** (*comment box with text: Indicate Workshop Title, Facilitator Name and Date Delivered*)
 - **Course Content** (*comment box with text: Indicate course # and content added*)
 - **Other** (*comment box with text: Indicate action taken*)
- **Accepting Feedback** (*comment box*)
 - **Digital module** (*comment box with text: Indicate Title and delivery dates*)
 - **F2F Workshop** (*comment box with text: Indicate Workshop Title, Facilitator Name and Date Delivered*)
 - **Course Content** (*comment box with text: Indicate course # and content added*)
 - **Other** (*comment box with text: Indicate action taken*)
- **Professional Dress** (*comment box*)
 - **Digital module** (*comment box with text: Indicate Title and delivery dates*)
 - **F2F Workshop** (*comment box with text: Indicate Workshop Title, Facilitator Name and Date Delivered*)
 - **Course Content** (*comment box with text: Indicate course # and content added*)
 - **Other** (*comment box with text: Indicate action taken*)
- **Preparation** (*take action*)
 - **Lesson/Activity Plans** (*Action box*)
 - **Digital module** (*comment box with text: Indicate Title and delivery dates*)
 - **F2F Workshop** (*comment box with text: Indicate Workshop Title, Facilitator Name and Date Delivered*)
 - **Course Content** (*comment box with text: Indicate course # and content added*)
 - **Other** (*comment box with text: Indicate action taken*)
 - **Materials** (*Action box*)
 - **Digital module** (*comment box with text: Indicate Title and delivery dates*)
 - **F2F Workshop** (*comment box with text: Indicate Workshop Title, Facilitator Name and Date Delivered*)
 - **Course Content** (*comment box with text: Indicate course # and content added*)
 - **Other** (*comment box with text: Indicate action taken*)
 - **Poor Academic Performance** (*comment box*)
 - **Digital module** (*comment box with text: Indicate Title and delivery dates*)
 - **F2F Workshop** (*comment box with text: Indicate Workshop Title, Facilitator Name and Date Delivered*)
 - **Course Content** (*comment box with text: Indicate course # and content added*)
 - **Other** (*comment box with text: Indicate action taken*)
 - **Punctuality** (*comment box*)
 - **Digital module** (*comment box with text: Indicate Title and delivery dates*)
 - **F2F Workshop** (*comment box with text: Indicate Workshop Title, Facilitator Name and Date Delivered*)
 - **Course Content** (*comment box with text: Indicate course # and content added*)
 - **Other** (*comment box with text: Indicate action taken*)
- **Respect** (*take action*)
 - **For Others** (*comment box*)
 - **Digital module** (*comment box with text: Indicate Title and delivery dates*)
 - **F2F Workshop** (*comment box with text: Indicate Workshop Title, Facilitator Name and Date Delivered*)

2/12/20

- **Course Content** (*comment box with text: Indicate course # and content added*)
 - **Other** (*comment box with text: Indicate action taken*)
- **For Self** (*comment box*)
 - **Digital module** (*comment box with text: Indicate Title and delivery dates*)
 - **F2F Workshop** (*comment box with text: Indicate Workshop Title, Facilitator Name and Date Delivered*)
 - **Course Content** (*comment box with text: Indicate course # and content added*)
 - **Other** (*comment box with text: Indicate action taken*)
- **For Diverse Opinions** (*comment box*)
 - **Digital module** (*comment box with text: Indicate Title and delivery dates*)
 - **F2F Workshop** (*comment box with text: Indicate Workshop Title, Facilitator Name and Date Delivered*)
 - **Course Content** (*comment box with text: Indicate course # and content added*)
 - **Other** (*comment box with text: Indicate action taken*)
- **Confidentiality** (*take action*)
 - **Student/Family Records** (*comment box*)
 - **Digital module** (*comment box with text: Indicate Title and delivery dates*)
 - **F2F Workshop** (*comment box with text: Indicate Workshop Title, Facilitator Name and Date Delivered*)
 - **Course Content** (*comment box with text: Indicate course # and content added*)
 - **Other** (*comment box with text: Indicate action taken*)
 - **Experiences** (*comment box*)
 - **Digital module** (*comment box with text: Indicate Title and delivery dates*)
 - **F2F Workshop** (*comment box with text: Indicate Workshop Title, Facilitator Name and Date Delivered*)
 - **Course Content** (*comment box with text: Indicate course # and content added*)
 - **Other** (*comment box with text: Indicate action taken*)
 - **Interactions** (*comment box*)
 - **Digital module** (*comment box with text: Indicate Title and delivery dates*)
 - **F2F Workshop** (*comment box with text: Indicate Workshop Title, Facilitator Name and Date Delivered*)
 - **Course Content** (*comment box with text: Indicate course # and content added*)
 - **Other** (*comment box with text: Indicate action taken*)

Summary of Outcomes: (*Narrative Box*) In the space provided, please indicate the number and type of intervention outcomes. (For example, "There were seven students who exhibited unprofessional behavior in terms of dress. This issue was resolved by adding content to ECH 141 where students were provided appropriate professional dress instruction prior to field experience related to case study observations.")