

Advanced Programs Professional Disposition Plans

Academically or Intellectually Gifted - M.Ed. in Special Education Advanced Programs Dispositions Plan

**Procedures for Teaching/Informing/Coaching/Remediating/Assessing Dispositions
College of Education
University of North Carolina at Charlotte**

The mission of the professional education programs at UNC Charlotte is to prepare highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by having a positive impact on children, youth, families, communities, and schools. In order to reach this end, candidates must couple their knowledge and effective skills with a clear commitment to children, families, colleagues, schools, and communities, and the profession. Professional educators must demonstrate commitment to ethics, leadership, collaboration, advocacy, and continuous growth in order to have a positive impact on others. (Conceptual Framework of Professional Education Programs at UNC Charlotte, 2011).

The professional dispositions and behaviors that exhibit this commitment include:

1. Impact
2. Professional Identity and Continuous Growth
3. Leadership
4. Advocacy
5. Collaboration
6. Ethics

Implementation of Professional Dispositions

In order to prepare teachers to uphold the highest ethical and professional standards, the AIG Program has designed the following guideless to inform/teach, coach/remediate, and assess our candidates' professional dispositions.

Inform/teach

Entering candidates to the M.Ed. and Graduate Certificate programs in AIG are provided with introductory dispositions information in the packet provided through Distance Education/Office of Extended Academic Programs. Entering candidates also are provided with a copy of the Professional Dispositions statement in the syllabus for the two initial program courses, SPED 5211 and SPED 6161. They specifically examine and reflect on their professional dispositions in relation to the NAGC – CEC Teacher Knowledge & Skill Standards for Gifted and Talented Education. Candidates' dispositions also are evaluated through written assignments in these initial program courses.

Assess

Because there are only two full-time faculty members teaching in the AIG program, faculty members communicate regularly and informally about any candidate who has demonstrated behaviors that do not meet the expected dispositions. Based on the nature of the inappropriate behavior or violation of

professional ethics/dispositions, a decision is made on how to address the issue. If the issue is a singular occurrence with a single faculty member and the behavior is not an ethical violation, the resulting action can be a meeting between the individual faculty member and the student within the context of the course. This meeting is conducted via phone or other appropriate technology for students not located on campus, and it is not considered a formal staffing. If multiple faculty members have encountered the same issue with the student or if the behavior is judged a serious infraction, a formal meeting occurs between the student and at least two faculty members. At any point in the semester, a faculty member can initiate the review process which can result in a formal meeting with the student. Ethics violations (i.e., charges of plagiarism) are handled within established UNC Charlotte procedures.

Coach/Remediate

The objective of both informal and formal meetings with students is to assist the student in making behavioral changes that will lead to successful completion of the AIG program. During informal meetings or contacts, the faculty member shares observations with the student about behavior(s) that are not meeting the expectations established by the program. The faculty member can utilize the Professional Dispositions document and appropriate sections of the course syllabus and University policy to indicate any discrepancies between the student's behavior and the expected behavior. Students are given the opportunity to share their perspectives with the faculty member, and to work to reach an agreement on the behavior that needs to be changed.

Formal meetings are documented and follow-up will occur if change does not occur. Formal meetings occur when (1) informal meetings have not led to growth in the student and (2) when the problematic behavior has serious ramifications (e.g., relevant ethical or legal violations, problems of professional competency). Program faculty work together to complete the first sections of the Professional Disposition Plan of Action that (1) describes the behavior that is of concern, (2) aligns the concern with the Professional Dispositions or other relevant documents; (3) describes the expected behavior changes; and (4) determines the consequences if the behavior does not change.

The formal meeting includes at least two professors or other program faculty (i.e., adjunct instructors). The professors will share their concerns with the student and provide the student with an opportunity to share his or her perspective with the faculty members. Students will be asked to determine what plan of action they plan to take to correct the problematic behavior. Professors can provide information about alternatives (e.g., counseling center, student services) but do not prescribe a solution. Students are given a timeframe for when change needs to take place (for example, may not continue in the program of study until the change is implemented). If changes are made, the student remains in good standing in the program. A follow-up date is determined for examining if further intervention is needed. If the changes do not occur, the next step is determined in the follow-up meeting. The plan is signed by both the student and the faculty members and is stored with the chair of the department.

Name of Program M.Ed. in Special Education, Academically or Intellectually Gifted Faculty Leader Michael S. Matthews

Requirement: Each non-initial licensure professional education program in the College must develop and implement a plan to inform/teach, coach/remediate, and assess its candidates' professional dispositions.

Timeline	Description	By Whom	Program Plan
Entry:	<ul style="list-style-type: none"> • Inform Professional Dispositions • Overview of assessment procedures and documents • Candidate self-assessment 	<p>Distance Education office</p> <p>Candidate</p> <p>Candidate self-assessment and assessments by supervisors and/or professional colleagues</p>	<p>Required orientation and advising</p> <p>Reads syllabus language and description of expected dispositions in SPED 5211 and SPED 6161 courses (same in both as either may be the initial course)</p> <p>Letters of recommendation and personal statement contained in application for admission to program</p>
Mid-point:	<ul style="list-style-type: none"> • Review of professional dispositions and procedures • Assessment of dispositions • Faculty initiated Plan of Action (as needed) 	<p>Candidate</p> <p>Faculty</p> <p>Candidate</p> <p>School partner</p> <p>Faculty initiates plan. Candidate initiates actions</p>	<p>Candidate demonstrates dispositions during video lesson demonstration conducted in SPED 6124 course; Faculty assesses and provides feedback.</p> <p>Completes dispositions checklist</p> <p>School partner provides feedback if warranted.</p> <p>Optional/As needed.</p>
Any time: If concerns are identified during courses, or as required by department	<ul style="list-style-type: none"> • Assessment of dispositions • Faculty initiated Plan of Action 	<p>Faculty, School partner (as applicable)</p>	<p>As needed</p> <p>Faculty members and student work together to identify areas for change, with student determining specific ways to achieve desired outcomes</p>
Exit: Final course or internship	<ul style="list-style-type: none"> • Assessment of candidate dispositions 	<p>Faculty</p> <p>Cooperating teachers or principals (if needed)</p>	<p>Complete dispositions checklist in SPED 6696 capstone research implementation course</p>

Child and Family Development - MAT and MEd Advanced Programs Dispositions Plan

Procedures for Teaching/Informing/Coaching/Remediating/Assessing Dispositions College of Education University of North Carolina at Charlotte

The mission of the professional education programs at UNC Charlotte is to prepare highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by having a positive impact on children, youth, families, communities, and schools. In order to reach this end, candidates must couple their knowledge and effective skills with a clear commitment to children, families, colleagues, schools, and communities, and the profession. Professional educators must demonstrate commitment to ethics, leadership, collaboration, advocacy, and continuous growth in order to have a positive impact on others. (Conceptual Framework of Professional Education Programs at UNC Charlotte, 2011).

The professional dispositions and behaviors that exhibit this commitment are described within these categories:

1. Impact
2. Professional Identity and Continuous Growth
3. Leadership
4. Advocacy
5. Collaboration
6. Ethics

Implementation of Professional Dispositions

In order to prepare Child and Family Development professionals to uphold the highest ethical and professional standards, the Child and Family Development faculty has designed the following guideless to inform/teach, coach/ remediate, and assess our candidates' professional dispositions during their completion of our advanced professional programs; MEd and MAT respectively.

Inform/teach

MEd

All potential candidates applying to the MEd in Child and Family Development will be asked to complete a disposition self-assessment as a part of their application materials submitted to the UNC Charlotte Graduate School. In addition, any persons recommending potential candidates to our MEd program will be asked to complete a disposition assessment in addition to the online recommendations. The program Graduate Coordinator will review disposition assessments and use in addition to other admission criteria, to determine acceptance into the MEd program. Once candidates have been accepted into the MEd in Child and Family Development they will receive a standard letter of acceptance. Included in the acceptance letter, candidates will be asked to review: a) the College of Education's Professional Disposition Statement, b) a detailed description of the process for assessing professional dispositions during the program, and c) notification of their academic advisor and his/her contact

information. Candidates will review the program's process for assessing professional dispositions during their initial meeting with their academic advisors.

CHFD 6102 Learning and Development

Candidates that have been accepted into the Child and Family Development M.Ed program will be introduced to the College of Education's Professional Disposition Statement in CHFD 6102 where a detailed description of the process for assessing professional dispositions during the program will be provided. An overview of the assessment procedures and documents will be included. Candidates will complete and upload a signed Commitment Statement into the College of Education's electronic portfolio. The first assessment of candidate dispositions (self-assessment) will be completed.

MAT

All potential candidates applying to the MAT in Child and Family Development will be asked to complete a disposition self-assessment as a part of their application materials submitted to the UNC Charlotte Graduate School. The program Graduate Coordinator will review disposition assessments and use in addition to other admission criteria, to determine acceptance into the MAT program. Once candidates have been accepted into the MAT in Child and Family Development they will receive a standard letter of acceptance. Included in the acceptance letter, candidates will be asked to review the: a) the College of Education's Professional Disposition Statement, b) a detailed description of the process for assessing professional dispositions during the program, and c) notification of their academic advisor and his/her contact information. For MAT candidates, this will be a review of the Professional Dispositions as they will have been informed, taught, and assessed during Phase 1 of the MAT program.

Candidates that have been accepted into the Child and Family Development MAT program will be introduced to the College of Education's Professional Disposition Statement in Phase I (**CHFD 5100**) where a detailed description of the process for assessing professional dispositions during the program will be provided. An overview of the assessment procedures and documents will be included. Candidates will complete and upload a signed Commitment Statement into the College of Education's electronic portfolio. The first assessment of candidate dispositions (self-assessment) will be completed.

Assess

MEd

CHFD 6240 Advanced Studies in Infant and Child Development

Candidates accepted into the MEd in Child and Family Development will complete a disposition self-assessment at entry, mid-point, and during their final semester in the program. Beyond those interval assessments, at any point in the semester a Child and Family Development faculty member can initiate the review process which can result in a formal meeting with the student. If a concern(s) arise about a particular student, the concerned faculty member will contact the program's Graduate Coordinator for collaboration in working with the student through teaching and coaching to improve the area/behavior/attitude of violation of the

college's disposition professional standards. When necessary, the Graduate Coordinator will work with the faculty member and student to develop a plan of action.

MAT

CHFD 6300 Evidence-Based Practices in Child and Family Development

Candidates accepted into the MAT Child and Family Development program will complete a disposition self-assessment at entry (Phase 1) and during their final semester in the program. Beyond those assessments, at any point in a semester a Child and Family Development faculty member can initiate the review process which can result in a formal meeting with the student. If a concern(s) arise about a particular student, the concerned faculty member will contact the program's Graduate Coordinator for collaboration in working with the student through teaching and coaching to improve the behavior/attitude of violation of the college's disposition professional standards. When necessary, the Graduate Coordinator will work with the faculty member and student to develop a plan of action

Coach/Remediate

MEd & MAT

For those instances when a major violation of professional ethics/dispositions has occurred, faculty may opt to first meet with the candidate in question and try to resolve the issue through an informal meeting. If the behavior/attitude persists, other Special Education faculty may become involved in addition to the Graduate Program Coordinator. If the candidate's behavior continues the Graduate Coordinator and concerned faculty member(s) will schedule a formal meeting with the candidate. During informal meetings, the faculty member and Graduate Coordinator will meet with the candidate and share observations about behaviors that are not meeting the expectations established by the program. The faculty member will utilize the Professional Dispositions document to indicate any discrepancies between the candidate's behavior and the disposition expectations. Candidates will be given the opportunity to share their perspectives and with the faculty member, work to reach an agreement on the behavior that needs to be changed. Candidates will be asked to determine what plan of action they plan to take to correct the problematic behavior. Faculty can provide information about alternatives (e.g., counseling center, student services). Candidates are given a timeframe for when change needs to take place (for example, may not continue in program unless change is implemented). If changes are made, the candidate remains in good standing in the program. A follow-up date is determined for examining if further intervention is needed. If the changes do not occur, the next step is determined in the follow-up meeting. The plan is signed by both the candidate and the faculty and is given to the chair of the department.

Name of Program Child and Family Development Program Faculty Leader Jamie Brown

Requirement: Each non-initial licensure professional education program in the College must develop and implement a plan to inform/teach, coach/remediate, and assess its candidates' professional dispositions.

Timeline	Description	By Whom	Program Plan MAT	Program Plan M.Ed.
Entry:	<ul style="list-style-type: none"> Inform/Teach Professional Dispositions Overview of assessment procedures and documents Candidate self-assessment Completion and uploading of signed Commitment Statement 	Faculty Candidate	Phase I : See grad cert (CHFD 5100)	CHFD 6102
Mid-point:	<ul style="list-style-type: none"> Review of professional dispositions and procedures Assessment of dispositions Faculty initiated Plan of Action (as needed) Completion and uploading of signed Commitment Statement 	Faculty School partner/ site supervisor Candidate	Phase II: CHFD 6300	CHFD 6240
Any time: If concerns are identified during courses or clinicals, or as required by department	<ul style="list-style-type: none"> Assessment of dispositions Faculty initiated Plan of Action 	Faculty School partner		
Exit: Final course or internship	<ul style="list-style-type: none"> Assessment of candidate dispositions Completion and uploading of signed Commitment Statement 	University supervisors Cooperating teachers or principals	CHFD 7600	CHFD 7400

Counseling – M.A. and Ph.D.
Department of Counseling
Advanced Programs Dispositions Plans
Procedures for Teaching/Informing/Coaching/Remediating/Assessing Dispositions
College of Education
University of North Carolina at Charlotte
Approved 12/6/12

The mission of the professional education programs at UNC Charlotte is to prepare highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by having a positive impact on children, youth, families, communities, and schools. In order to reach this end, candidates must couple their knowledge and effective skills with a clear commitment to children, families, colleagues, schools, and communities, and the profession. Professional educators must demonstrate commitment to ethics, leadership, collaboration, advocacy, and continuous growth in order to have a positive impact on others. (Conceptual Framework of Professional Education Programs at UNC Charlotte, 2011).

The professional dispositions and behaviors that exhibit this commitment are described in the include:

1. Impact
2. Professional Identity and Continuous Growth
3. Leadership
4. Advocacy
5. Collaboration
6. Ethics

Implementation of Professional Dispositions

In order to prepare professional counselors to uphold the highest ethical and professional standards, the Department of Counseling has designed the following guideless to inform/teach, coach/ remediate, and assess our candidates' professional dispositions.

Inform/teach

Because the field of counseling adheres to the Professional Code of Ethics of the American Counseling Association, all counseling students are required to complete a master's level course in professional ethics. Entering master's students are provided with a copy of the Professional Dispositions statement and are required to sign that they have been informed of these dispositions (**Inform**). These students also are required to complete CSLG 6101 (Ethical and Professional Issues in Counseling) where they examine the Professional Dispositions statement in depth as it related to the ACA Code of Ethics (**Teach**). Students are evaluated through written assignments, self-assessment, and objective testing in this course.

Doctoral students must have completed an equivalent course upon entering the doctoral program or must take this course as an additional requirement. Doctoral students must also sign the Professional Disposition statement (**Inform**). In the Doctoral Seminar, students review the Professional Disposition statement and examine how it applies to doctoral level practice as practitioner, teacher, and supervisor (**Teach**). Self-assessment occurs as part of this course.

Assess

Each semester, the entire faculty meets to review each student in both the master's and doctoral programs. The faculty members are given a list of all students and asked to identify any student that has demonstrated behaviors that do not meet the expected dispositions. Based on the nature of the inappropriate behavior or violation of professional ethics/dispositions, a decision is made on how to address the issue. If the issue is a singular occurrence with a single faculty member and the behavior is not an ethical violation, the resulting action can be a meeting between the individual faculty member or advisor with the student. The meeting is documented but is not considered a formal staffing. If multiple faculty members have encountered the same issue with the student or if the behavior is a violation of the ACA Code of Ethics, the a formal meeting occurs between the student and at least two faculty members.

At any point in the semester, a faculty member can initiate the review process which can result in a formal meeting with the student. Site supervisors can also initiate this process by contacting the faculty supervisor of the student about inappropriate/unethical behavior. The faculty member will convey this concern to the entire faculty.

Coach/Remediate

The objective of both informal and formal meetings with students is to assist the student in making behavioral changes that will lead to successful completion of the counseling program. During informal meetings, the faculty member meets with the student and shares observations about behavior(s) that are not meeting the expectations established by the program. The faculty member can utilize the Professional Dispositions document to indicate any discrepancies between the student's behavior and the expected behavior. Students are given the opportunity to share their perspectives and with the faculty member, work to reach an agreement on the behavior that needs to be changed. The meeting is documented and follow-up will occur if change does not occur.

Formal meetings occur when (1) informal meetings have not led to growth in the student and (2) when the problematic behavior has serious ramifications (e.g., violation of ACA Code of Ethics, legal violations, problems of professional competency). The entire faculty works together to complete the first sections of the Professional Disposition Plan of Action that (1) describes the behavior that is of concern, (2) aligns the concern with the Professional Dispositions; (3) describes the expected behavior changes; and (4) determines the consequences if the behavior does not change.

The formal meeting includes at least two professors (advisor and preferably a professor who has observed the problematic behavior). The professors will share their concerns with the student and provide the student with an opportunity to share his or her perspective with the faculty members. Students will be asked to determine what plan of action they plan to take to correct the problematic behavior. Professors can provide information about alternatives (e.g., counseling center, student services) but do not prescribe a solution. Students are given a timeframe for when change needs to take place (for example, may not continue field placement which change is implemented). If changes are made, student remains in good standing in the program. A follow-up date is determined for examining if further intervention is needed. If the changes do not occur, the next step is determined in the follow-up meeting. The plan is signed by both the student and the faculty members and is stored with the chair of the department.

Name of Program Counseling Faculty Leader Furr

Requirement: Each non-initial licensure professional education program in the College must develop and implement a plan to inform/teach, coach/remediate, and assess its candidates' professional dispositions.

Timeline	Description	By Whom	Program Plan
Entry:	<ul style="list-style-type: none"> Inform new students about professional dispositions Teach Professional Dispositions Overview of assessment procedures and documents Candidate self-assessment Inform new doctoral students about professional dispositions Overview of assessment procedures and documents 	Master's coordinator Instructor of CSLG 6101 Instructor of CSLG 6101 Candidate Instructor of CSLG 8105 Instructor of CSLG 8105	<i>Required orientation and advising</i> <i>Required course in Professional Issues and Ethics</i> <i>Required course in Professional Issues and Ethics</i> <i>Candidate self-assessment in CSLG 6101</i> <i>Required Doctoral Seminar</i> <i>Required Doctoral Seminar</i>
Mid-point:	<ul style="list-style-type: none"> Review of professional dispositions and procedures Assessment of dispositions Assessment of dispositions Faculty initiated Plan of Action (as needed) for MA and PhD 	Faculty Faculty Site supervisor Faculty initiates plan. Candidate initiates actions	<i>CSLG 7430—Practicum (MA)</i> <i>CSKG 8431—Practicum (PhD)</i> <i>Faculty assessment(including adjuncts) each semester (MA & PhD)</i> <i>Evaluation in CSLG 7430 and CSLG 7435 (MA); CSLG 8431, CSLG 8440, and CSLG 8445 (PhD)</i> <i>Optional candidate self-assessment</i>
Any time: If concerns are identified during courses or clinicals, or as required by department	<ul style="list-style-type: none"> Assessment of dispositions Faculty initiated Plan of Action for MA and PhD 	Faculty Faculty & Site Supervisor if applicable	<i>Assessment utilizing Professional Dispositions Form</i> <i>Faculty members and student work together to identify areas for change with student determining specific ways to achieve desired outcomes</i>
Exit: Internship	<ul style="list-style-type: none"> Assessment of candidate dispositions 	Faculty Site Supervisor	<i>Assessment utilizing Professional Dispositions Form (MA & PhD)</i> <i>Supervisor's Final Evaluation of Counselor Trainee (MA & PhD)</i> <i>Optional candidate self-assessment</i> <i>Optional Plan of Action</i>

Educational Leadership – Ed.D.
Advanced Program Professional Dispositions
Department of Educational Leadership
Procedures for Teaching/Informing/Coaching/Remediating/Assessing Dispositions
College of Education
University of North Carolina at Charlotte

The mission of the professional education programs at UNC Charlotte is to prepare highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by having a positive impact on children, youth, families, communities, and schools. In order to reach this end, candidates must couple their knowledge and effective skills with a clear commitment to children, families, colleagues, schools, and communities, and the profession. Professional educators must demonstrate commitment to ethics, leadership, collaboration, advocacy, and continuous growth in order to have a positive impact on others. (Conceptual Framework of Professional Education Programs at UNC Charlotte, 2011).

The professional dispositions and behaviors that exhibit this commitment are described in the include:

1. Impact
2. Professional Identity and Continuous Growth
3. Leadership
4. Advocacy
5. Collaboration
6. Ethics

Implementation of Professional Dispositions

In order to prepare professional educational leaders to uphold the highest ethical and professional standards, the Department of Educational Leadership has designed the following guideless to inform/teach, coach/ remediate, and assess our candidates' professional dispositions.

Inform/teach

Because the field of educational leadership adheres to the Interstate School Leaders Licensure Consortium's Standards for School Leaders, all educational leadership doctoral candidates are provided with a copy of the Professional Dispositions statement and are required to sign that they have been informed of these dispositions (**Inform**). These candidates also are required to complete ADMN 8160 Introduction to Educational Leadership and ADMN 8699 Dissertation Proposal Seminar where they examine the Professional Dispositions statement in depth (**Teach**). Candidates are evaluated through written assignments, self-assessment, and objective testing in these courses.

Assess

Each semester, the entire faculty meets to review each candidate in the doctoral programs. The faculty members are given a list of all students and asked to identify any student that has demonstrated behaviors that do not meet the expected dispositions. Based on the nature of the inappropriate behavior or violation of professional ethics/dispositions, a decision is made on how to address the issue. If the issue is a singular occurrence with a single faculty member and the behavior is not an ethical violation, the resulting action can be a meeting between the individual faculty member or advisor with

the student. The meeting is documented but is not considered a formal staffing. If multiple faculty members have encountered the same issue with the student, then a formal meeting occurs between the student and at least two faculty members (**Assess**).

At any point in the semester, a faculty member can initiate the review process which can result in a formal meeting with the student. Site supervisors can also initiate this process by contacting the faculty supervisor of ADMN 8410 or 8420 about inappropriate/unethical behavior. The faculty member will convey this concern to the entire faculty (**Assess**).

Coach/Remediate

The objective of both informal and formal meetings with candidates is to assist the candidate in making behavioral changes that will lead to successful completion of the educational leadership doctoral program. During informal meetings, the faculty member meets with the candidate and shares observations about behavior(s) that are not meeting the expectations established by the program. The faculty member can utilize the Professional Dispositions document to indicate any discrepancies between the candidate's behavior and the expected behavior. Candidates are given the opportunity to share their perspectives and with the faculty member, work to reach an agreement on the behavior that needs to be changed. The meeting is documented and follow-up will occur if change does not occur.

Formal meetings occur when (1) informal meetings have not led to growth in the candidate and (2) when the problematic behavior has serious ramifications (e.g., violation of ISLLC Standards for School Leaders, legal violations, problems of professional competency). The entire faculty works together to complete the first sections of the Professional Disposition Plan of Action that (1) describes the behavior that is of concern, (2) aligns the concern with the Professional Dispositions; (3) describes the expected behavior changes; and (4) determines the consequences if the behavior does not change.

The formal meeting includes at least two professors (advisor and preferably a professor who has observed the problematic behavior). The professors will share their concerns with the candidate and provide the candidate with an opportunity to share his or her perspective with the faculty members. Candidates will be asked to determine what plan of action they plan to take to correct the problematic behavior. Professors can provide information about alternatives (e.g., counseling center, student services) but do not prescribe a solution. Candidates are given a timeframe for when change needs to take place. If changes are made, the candidate remains in good standing in the program. A follow-up date is determined for examining if further intervention is needed. If the changes do not occur, the next step is determined in the follow-up meeting. The plan is signed by both the candidate and the faculty members and is stored with the chair of the department.

Name of Program Educational Leadership Faculty Leader Jim Bird

Requirement: Each non-initial licensure professional education program in the College must develop and implement a plan to inform/teach, coach/remediate, and assess its candidates' professional dispositions.

Timeline	Description	By Whom	Program Plan
Entry:	<ul style="list-style-type: none"> • Inform new students about professional dispositions • Teach Professional Dispositions • Overview of assessment procedures and documents • Candidate self-assessment • Inform new doctoral students about professional dispositions • Overview of assessment procedures and documents 	Program coordinator Instructor of ADMN 8160 Instructor of ADMN 8160 Candidate Instructor of ADMN 8160 Instructor of ADMN 8160	<i>Required orientation and advising</i> <i>Required introductory course</i> <i>Required introductory course</i> <i>Candidate self-assessment in ADMN 8160</i> <i>Required introductory course</i> <i>Required introductory course</i>
Mid-point:	<ul style="list-style-type: none"> • Review of professional dispositions and procedures • Assessment of dispositions • Assessment of dispositions 	Faculty Faculty Site supervisor	<i>Required course ADMN 8699</i> <i>Required course ADMN 8699</i> <i>Qualifying Exam Rubric</i> <i>ADMN 8410 and 8420 Advanced Internship Final Evaluation Rubric</i>
Any time: If concerns are identified during courses or clinicals, or as required by department	<ul style="list-style-type: none"> • Assessment of dispositions • Faculty initiated Plan of Action for MA and PhD 	Faculty Faculty & Site Supervisor if applicable	<i>Assessment utilizing Professional Dispositions Form</i> <i>Faculty members and student work together to identify areas for change with student determining specific ways to achieve desired outcomes</i>
Exit:	<ul style="list-style-type: none"> • Assessment of candidate dispositions 	Dissertation Committee	<i>Assessment utilizing Dissertation Defense Rubric</i>

**Elementary Education – MAT
Advanced Programs Disposition Plan
Reading and Elementary Education Department
University of North Carolina at Charlotte**

Extract from the Conceptual Framework of Professional Education Programs at UNC Charlotte (3rd Edition, 2011):

The mission of the professional education programs at UNC Charlotte is to prepare highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by having a positive impact on children, youth, families, communities, and schools. In order to reach this end, candidates must couple their knowledge and effective skills with a clear commitment to children, families, colleagues, schools, and communities, and the profession. Professional educators must demonstrate commitment to ethics, leadership, collaboration, advocacy, and continuous growth in order to have a positive impact on others. Professional behaviors that exhibit this commitment include:

1. Impact
2. Professional Identity and Continuous Growth
3. Leadership
4. Advocacy
5. Collaboration
6. Ethics

Procedures for Teaching, Informing, and Assessing Dispositions

The M.A.T. in Elementary Education program seeks to prepare educators who exemplify the professional attitudes, values, and beliefs necessary within a career in education, termed “dispositions” by the National Council for Accreditation of Teacher Education. To this end, the Reading and Elementary Education Department has adopted the following guidelines to teach, assess, and remediate candidates.

Inform/Teach

In the semester prior to entering the M.A.T. program, students complete a self-assessment of the College of Education’s Professional Dispositions and Assessment of Professional Dispositions in ELED 6470: Graduate Student Teaching /Internship in Elementary Education. The university supervisor reviews this completed self-assessment with the candidate at the beginning of this internship semester. The dispositions and assessment procedures will be reviewed in ELED 6202. Students will sign on line #2 of the Candidate’s Statement of Commitment to Professional Dispositions to acknowledge that they have been informed of the processes and procedures as part of ELED 6202. Finally, the dispositions and related procedures will be reviewed in ELED 6303.

Assess

Dispositions will be self-assessed by the candidate at two points during the M.A.T. program. Candidates will self-assess using the College of Education’s Assessment of Professional Dispositions document at the beginning of the semester in ELED 6470: Graduate Student Teaching/Internship in Elementary Education and again when taking ELED 6202: Classroom Management and Leadership for Diverse Learners. Dispositions will be assessed by faculty using the College of Education’s Assessment of Professional Dispositions document at three points in the M.A.T. in Elementary Education Program. These points will hereby be referred to as “dispositional decision points.” The faculty assessments will occur in ELED 6470: Graduate Student Teaching/Internship (university supervisor), ELED 6202: Classroom

Management and Leadership for Diverse Learners (instructor), and ELED 6303: Teacher Inquiry and Data Analysis in the Elementary Classroom (instructor), These faculty assessments will be completed in TaskStream.

Remediate/Coach

“Needs Improvement” ratings for professional dispositions in any of the areas designated within the College of Education’s Professional Dispositions assessment at the “entry” or “mid-point” dispositional decision point or demonstration of inappropriate behavior or violation of professional dispositions/ethics will be documented through the completion of the Professional Disposition Plan of Action form by a university representative, preferably the instructor, in collaboration with the candidate. When a Professional Disposition Plan of Action form is completed, the remediation/coaching process will commence with a meeting between the professor/supervisor and candidate. During this meeting, the professor/supervisor will provide a specific description of the behavior that is going to be discussed (i.e., repeated tardiness) as well as the norms of the class. The professor/supervisor and candidate together will attempt to discuss and identify as many alternative solutions as may be necessary to solve the problem. The intent of the meeting is to identify what the candidate can do differently so that his or her behavior is acceptable. A mutual agreement on the action to be taken to solve the problem will be sought. The professor/supervisor will help the candidate make a concrete plan that includes what each person will do and when they will do it. The plan will include specific points for follow-up. Both parties must sign in the designated locations to indicate understanding of and adherence to the coaching and remediation activities indicated in the plan. Candidates will be provided with a copy of all completed Professional Disposition Plan of Action forms.

The Reading and Elementary Education Department Office will maintain an electronic record of all candidates for whom a Professional Disposition Plan of Action form has been completed. The record-keeping process will be initiated when a faculty member, program coordinator, or designee forwards all completed, signed forms to the office. A designee within the REEL office will create an electronic record of the documentation (i.e. add the candidate’s information to a spreadsheet) and store the record on a secure server, such as the S: drive. Access to the server, beyond designee, will be limited to the Department Chair and Program Coordinators. The coordinator of the M.A.T. program will review each candidate’s record of dispositions at program exit.

**M.A.T. in Elementary Education
Dispositions Assessment Timeline**

When	How	By Whom
Entry	<ul style="list-style-type: none"> • Distribution of Disposition Assessment Procedures and College of Education’s Assessment of Professional Dispositions document; • Teach and inform candidates about Disposition Assessment Procedures and College of Education’s Assessment of Professional Dispositions document; • Self-assessment using the Disposition Assessment Procedures and College of Education’s Assessment of Professional Dispositions document • Review of self-assessment with the candidate; • Initial assessment of candidate dispositions (university supervisor) 	<ul style="list-style-type: none"> • University Supervisor (ELED 6470) • University Supervisor (ELED 6470) • Candidate (ELED 6470) • University Supervisor • M.A.T. Program Coordinator

Mid-point	<ul style="list-style-type: none"> • Review of professional dispositions; • Signature of acknowledgement by candidate; • Assessment of candidate dispositions using College of Education's Assessment of Professional Dispositions document 	<ul style="list-style-type: none"> • Instructor (ELED 6202) • Instructor (ELED 6202) • Instructor (ELED 6202)
Exit	<ul style="list-style-type: none"> • Review of professional dispositions; • Assessment of candidate dispositions using College of Education's Assessment of Professional Dispositions document 	<ul style="list-style-type: none"> • Instructor (ELED 6303) • Instructor (ELED 6303)
Program Completion	<ul style="list-style-type: none"> • Review of all disposition data 	<ul style="list-style-type: none"> • M.A.T. Program Coordinator
Any time concerns are identified or as required by department	<ul style="list-style-type: none"> • Professional Disposition Plan of Action is initiated by departmental and/or public school partner representative • Information discussed with the candidate 	<ul style="list-style-type: none"> • Department faculty

**Elementary Education – M.Ed.
Advanced Programs Disposition Plan
Reading and Elementary Education Department
University of North Carolina at Charlotte**

Extract from the Conceptual Framework of Professional Education Programs at UNC Charlotte (3rd Edition, 2011):

The mission of the professional education programs at UNC Charlotte is to prepare highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by having a positive impact on children, youth, families, communities, and schools. In order to reach this end, candidates must couple their knowledge and effective skills with a clear commitment to children, families, colleagues, schools, and communities, and the profession. Professional educators must demonstrate commitment to ethics, leadership, collaboration, advocacy, and continuous growth in order to have a positive impact on others. Professional behaviors that exhibit this commitment include:

1. Impact
2. Professional Identity and Continuous Growth
3. Leadership
4. Advocacy
5. Collaboration
6. Ethics

Procedures for Teaching, Informing, and Assessing Dispositions

The M.Ed. in Elementary Education program seeks to prepare educators who exemplify the professional attitudes, values, and beliefs necessary within a career in education, termed “dispositions” by the National Council for Accreditation of Teacher Education. To this end, the Reading and Elementary Education Department has adopted the following guidelines to teach, assess, and remediate candidates.

Inform/Teach

Students entering the M.Ed. program will be provided with a copy of the College of Education’s Professional Dispositions and Assessment of Professional Dispositions documents upon entry into the program. These documents will be reviewed and the dispositions and assessment procedures will be introduced and taught initially in ELED 6200. Within this process, candidates will also be provided with a copy of the College of Education Professional Dispositions Plan of Action. Candidates will be required to sign the Candidate’s Statement of Commitment to Professional Dispositions, acknowledging they have been informed of the policies and procedures for the assessment of dispositions. The dispositions and assessment procedures will be reviewed in ELED 6202. Students will sign on line #2 of the Candidate’s Statement of Commitment to Professional Dispositions to acknowledge that they have been informed of the processes and procedures as part of ELED 6202. Finally, the dispositions and related procedures will be reviewed in ELED 6303.

Assess

Dispositions will be assessed at three points, hereby referred to as “dispositional decision points,” within M.Ed. program using the College of Education’s Assessment of Professional Dispositions document. The three dispositional decision points will include: ELED 6200 (self-assessment), ELED 6202 (instructor), and ELED 6303 (instructor), respectively. The coordinator of the M.Ed. program will also complete a review of each candidate’s dispositions at program exit.

Remediate/Coach

“Needs Improvement” ratings for professional dispositions in any of the areas designated within the College of Education’s Professional Dispositions assessment at the “entry” or “mid-point” dispositional decision point or demonstration of inappropriate behavior or violation of professional dispositions/ethics will be documented through the completion of the Professional Disposition Plan of Action form by a university representative, preferably the instructor, in collaboration with the candidate. When a Professional Disposition Plan of Action form is completed, the remediation/coaching process will commence with a meeting between the professor/supervisor and candidate. During this meeting, the professor/supervisor will provide a specific description of the behavior that is going to be discussed (i.e., repeated tardiness) as well as the norms of the class. The professor/supervisor and candidate together will attempt to discuss and identify as many alternative solutions as may be necessary to solve the problem. The intent of the meeting is to identify what the candidate can do differently so that his or her behavior is acceptable. A mutual agreement on the action to be taken to solve the problem will be sought. The professor/supervisor will help the candidate make a concrete plan that includes what each person will do and when they will do it. The plan will include specific points for follow-up. Both parties must sign in the designated locations to indicate understanding of and adherence to the coaching and remediation activities indicated in the plan. Candidates will be provided with a copy of all completed Professional Disposition Plan of Action forms.

The Reading and Elementary Education Department Office will maintain an electronic record of all candidates for whom a Professional Disposition Plan of Action form has been completed. The record-keeping process will be initiated when a faculty member, program coordinator, or designee forwards all completed, signed forms to the office. A designee within the REEL office will create an electronic record of the documentation (i.e. add the candidate’s information to a spreadsheet) and store the record on a secure server, such as the S: drive. Access to the server, beyond designee, will be limited to the Department Chair and Program Coordinators.

**M.Ed. in Elementary Education
Dispositions Assessment Timeline**

When	How	By Whom
Entry	<ul style="list-style-type: none"> • Distribution of Disposition Assessment Procedures and College of Education’s Assessment of Professional Dispositions document; • Teach and inform candidates about Disposition Assessment Procedures and College of Education’s Assessment of Professional Dispositions document; • Signature of acknowledgement by candidate; • Initial assessment of candidate dispositions (self-assessment) 	<ul style="list-style-type: none"> • M.Ed. Program Coordinator • Instructor (ELED 6200) • Instructor (ELED 6200) • Candidate
Mid-point	<ul style="list-style-type: none"> • Review of professional dispositions; • Signature of acknowledgement by candidate; • Assessment of candidate dispositions using College of Education’s Assessment of Professional Dispositions document 	<ul style="list-style-type: none"> • Instructor (ELED 6202) • Instructor (ELED 6202) • Instructor (ELED 6202)
Exit	<ul style="list-style-type: none"> • Review of professional dispositions; • Assessment of candidate dispositions using College of Education’s Assessment of Professional Dispositions document 	<ul style="list-style-type: none"> • Instructor (ELED 6303) • Instructor (ELED 6303)
Program Completion	<ul style="list-style-type: none"> • Review of all disposition data 	<ul style="list-style-type: none"> • M.Ed. Program Coordinator
Any time concerns are identified or as required by department	<ul style="list-style-type: none"> • Professional Disposition Plan of Action is initiated by departmental and/or public school partner representative • Information discussed with the candidate 	<ul style="list-style-type: none"> • Department faculty

Instructional Systems Technology - M.Ed.
Department of Educational Leadership
Advanced Program Disposition Plan
Procedures for Teaching/Informing/Coaching/Remediating/Assessing Dispositions
College of Education
University of North Carolina at Charlotte

The mission of the professional education programs at UNC Charlotte is to prepare highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by having a positive impact on children, youth, families, communities, and schools. In order to reach this end, candidates must couple their knowledge and effective skills with a clear commitment to children, families, colleagues, schools, and communities, and the profession. Professional educators must demonstrate commitment to ethics, leadership, collaboration, advocacy, and continuous growth in order to have a positive impact on others. (Conceptual Framework of Professional Education Programs at UNC Charlotte, 2011).

The professional dispositions and behaviors that exhibit this commitment are described and include:

1. Impact
2. Professional Identity and Continuous Growth
3. Leadership
4. Advocacy
5. Collaboration
6. Ethics

Implementation of Professional Dispositions

In order to prepare professional educational leaders to uphold the highest ethical and professional standards, the Department of Educational Leadership has designed the following guideless to inform/teach, coach/ remediate, and assess our candidates' professional dispositions.

Inform/teach

Because the field of educational leadership adheres to the Interstate School Leaders Licensure Consortium's Standards for School Leaders, all educational leadership doctoral candidates are provided with a copy of the Professional Dispositions statement and are required to sign that they have been informed of these dispositions (**Inform**). These candidates also are required to complete *EIST 6100 Readings in Instructional Systems Technology* and *EIST 6130 Instructional Development Part 1* where they examine the Professional Dispositions statement in depth (**Teach**). Candidates are evaluated through written assignments, self-assessment, and objective testing in these courses.

Assess

Each semester, the entire faculty meets to review each candidate in the doctoral programs. The faculty members are given a list of all students and asked to identify any student that has demonstrated behaviors that do not meet the expected dispositions. Based on the nature of the inappropriate behavior or violation of professional ethics/dispositions, a decision is made on how to address the issue. If the issue is a singular occurrence with a single faculty member and the behavior is not an ethical violation, the resulting action can be a meeting between the individual faculty member or advisor with

the student. The meeting is documented but is not considered a formal staffing. If multiple faculty members have encountered the same issue with the student, then a formal meeting occurs between the student and at least two faculty members (**Assess**).

At any point in the semester, a faculty member can initiate the review process which can result in a formal meeting with the student. Site supervisors can also initiate this process by contacting the faculty supervisor of EIST 6491 or EIST 6492 about inappropriate/unethical behavior. The faculty member will convey this concern to the entire faculty (**Assess**).

Coach/Remediate

The objective of both informal and formal meetings with candidates is to assist the candidate in making behavioral changes that will lead to successful completion of the educational leadership doctoral program. During informal meetings, the faculty member meets with the candidate and shares observations about behavior(s) that are not meeting the expectations established by the program. The faculty member can utilize the Professional Dispositions document to indicate any discrepancies between the candidate's behavior and the expected behavior. Candidates are given the opportunity to share their perspectives and with the faculty member, work to reach an agreement on the behavior that needs to be changed. The meeting is documented and follow-up will occur if change does not occur.

Formal meetings occur when (1) informal meetings have not led to growth in the candidate and (2) when the problematic behavior has serious ramifications (e.g., violation of ISLLC Standards for School Leaders, legal violations, problems of professional competency). The entire faculty works together to complete the first sections of the Professional Disposition Plan of Action that (1) describes the behavior that is of concern, (2) aligns the concern with the Professional Dispositions; (3) describes the expected behavior changes; and (4) determines the consequences if the behavior does not change.

The formal meeting includes at least two professors (advisor and preferably a professor who has observed the problematic behavior). The professors will share their concerns with the candidate and provide the candidate with an opportunity to share his or her perspective with the faculty members. Candidates will be asked to determine what plan of action they plan to take to correct the problematic behavior. Professors can provide information about alternatives (e.g., counseling center, student services) but do not prescribe a solution. Candidates are given a timeframe for when change needs to take place. If changes are made, the candidate remains in good standing in the program. A follow-up date is determined for examining if further intervention is needed. If the changes do not occur, the next step is determined in the follow-up meeting. The plan is signed by both the candidate and the faculty members and is stored with the chair of the department.

Name of Program Instructional Systems Technology MEd Program Faculty Leader Meredith DiPietro

Timeline	Description	By Whom	Program Plan
Entry:	<ul style="list-style-type: none"> • Inform new students about professional dispositions • Teach Professional Dispositions • Overview of assessment procedures and documents • Candidate self-assessment • Inform new doctoral students about professional dispositions • Overview of assessment procedures and documents 	<p>Program coordinator</p> <p>Instructor of EIST 6100</p> <p>Instructor of EIST 6100</p> <p>Candidate</p> <p>Instructor of EIST 6100</p> <p>Instructor of EIST 6100</p>	<p><i>Required orientation and advising</i></p> <p><i>Required introductory course</i></p> <p><i>Required introductory course</i></p> <p><i>Candidate self-assessment in EIST 6100</i></p> <p><i>Required introductory course</i></p> <p><i>Required introductory course</i></p>
Mid-point:	<ul style="list-style-type: none"> • Review of professional dispositions and procedures • Assessment of dispositions • Assessment of dispositions 	<p>Faculty</p> <p>Faculty</p> <p>Site supervisor</p>	<p><i>Required course EIST 6130</i></p> <p><i>Required course EIST 6130</i> <i>Final Project Rubric</i></p> <p><i>ESIT 6491/6492 Internship Evaluation Rubric</i></p>
Any time: If concerns are identified during courses or clinicals, or as required by department	<ul style="list-style-type: none"> • Assessment of dispositions • Faculty initiated Plan of Action for MA and PhD 	<p>Faculty</p> <p>Faculty & Site Supervisor if applicable</p>	<p><i>Assessment utilizing Professional Dispositions Form</i></p> <p><i>Faculty members and student work together to identify areas for change with student determining specific ways to achieve desired outcomes</i></p>
Exit:	<ul style="list-style-type: none"> • Assessment of candidate dispositions 	<p>Instructional Systems Technology Faculty Committee</p>	<p><i>Assessment utilizing Capstone/Graduation Project Rubric</i></p>

**Middle, Secondary, Foreign Language, English as a Second Language
All MAT and M.Ed. Programs
Advanced Program Disposition Plan**

**Procedures for Teaching/Informing/Coaching/Remediating/Assessing Dispositions
College of Education
University of North Carolina at Charlotte**

The mission of the professional education programs at UNC Charlotte is to prepare highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by having a positive impact on children, youth, families, communities, and schools. In order to reach this end, candidates must couple their knowledge and effective skills with a clear commitment to children, families, colleagues, schools, and communities, and the profession. Professional educators must demonstrate commitment to ethics, leadership, collaboration, advocacy, and continuous growth in order to have a positive impact on others. (Conceptual Framework of Professional Education Programs at UNC Charlotte, 2011).

The professional dispositions and behaviors that exhibit this commitment are described in the include:

1. Impact
2. Professional Identity and Continuous Growth
3. Leadership
4. Advocacy
5. Collaboration
6. Ethics

Implementation of Professional Dispositions

In order to prepare professional educators to uphold the highest ethical and professional standards, the Department of Middle, Secondary, and K-12 Education (MDSK) has designed the following guidelines to inform/teach, coach/ remediate, and assess our candidates' professional dispositions.

Inform/teach

The MDSK MAT and MEd. Programs abide by the North Carolina Professional Teaching Standards, which requires pre- and in-service teachers to develop behaviors and practices which demonstrate leadership; establish a respectful environment for teaching diverse students; know the content they teach; facilitate learning for their students; and reflect on their practice. All of these standards are reinforced by the College of Education Professional Dispositions Plan. Those students who are entering Phase II of the MAT previously have been informed of the Professional Dispositions Plan during MDSK 6162, which is one of the first courses in Phase I of the certification program.

Students (candidates?) entering the Masters of Education Programs are introduced to the Professional Dispositions Plan in either MDSK 6220 or TESL 6204, which are both beginning courses in the program (**Teach**). The instructor will provide an overview of the plan with examples of how the Professional Dispositions look in the educational setting. Masters students (candidates?) are provided with a copy of the Professional Dispositions statement and are required to sign that they have been informed of these dispositions and upload this signed acknowledgement form to a TaskStream portfolio (**Inform**).

Assess

In this first semester, both MAT and MEd students complete a dispositions self-assessment, which requires them to determine their proficiency in each of the areas of the Professional Dispositions Plan. Additionally, if an instructor determines that a student has demonstrated conduct unbecoming of a teacher or has concerns about a student's ability to develop dispositions, the instructor may complete an assessment of candidate dispositions.

In the Advanced Methods courses, at the midpoint of the program for the MAT and MEd programs, the faculty member reviews professional dispositions, procedures, and documents; candidates complete and upload a reaffirmed Commitment Statement; the faculty member assesses candidate dispositions, and in the case that there is concern, the faculty member may initiate a plan of action for coaching/remediation.

During the field experience, the responsible faculty member may deem it optional to complete an assessment of candidates in the MAT and MEd programs.

As part of the exit criteria in the MAT and MEd programs, candidates must complete another self-assessment and upload to TaskStream and the faculty teaching MDSK 6691 will complete a final assessment for each candidate.

At any point in the semester, a faculty member can initiate the review process which can result in a formal meeting with the student. Site supervisors and cooperating teachers can also initiate this process by contacting the faculty supervisor of the student about inappropriate/unethical behavior. The faculty member will convey this concern to the entire faculty.

Coach/Remediate

The objective for having two self-assessments and faculty assessments is to assist students in determining if they have the professional dispositions necessary to become effective educators of all children. If, at any time, faculty members, site supervisors, and/or cooperating teachers initiate the review process with the candidate, an informal meeting must be scheduled to determine the appropriate path of coaching/remediation for the student to make behavioral changes that will lead to successful completion of the master's program. During informal meetings, the faculty member meets with the student and shares observations about behavior(s) that are not meeting the expectations established by the program. The faculty member can utilize the Professional Dispositions document to indicate any discrepancies between the student's behavior and the expected behavior. Students are given the opportunity to share their perspectives and with the faculty member, work to reach an agreement on the behavior that needs to be changed. The meeting is documented and follow-up will occur if change does not occur.

Formal meetings occur when (1) informal meetings have not led to growth in the student and (2) when the problematic behavior has serious ramifications (e.g., violation NC Professional Teaching Standards, legal violations, and problems of professional competency). Program faculty work together to complete the first sections of the Professional Disposition Plan of Action that (1) describes the behavior that is of concern, (2) aligns the concern with the Professional Dispositions; (3) describes the expected behavior changes; and (4) determines the consequences if the behavior does not change.

The formal meeting includes the at least two professors (advisor and preferably a professor who has observed the problematic behavior) and the department chair. The professors will share their concerns with the student and provide the student with an opportunity to share his or her perspective with the faculty members. Students will be asked to determine what plan of action they plan to take to correct the problematic behavior. Professors can provide information about alternatives (e.g., counseling center, student services) but do not prescribe a solution. Students are given a timeframe for when change needs to take place (for example, may not continue field placement which change is implemented). If changes are made, student remains in good standing in the program. A follow-up date is determined for examining if further intervention is needed. If the changes do not occur, the next step is determined in the follow-up meeting. The plan is signed by the student, the faculty members, and the department chair, who will keep the record on file.

Professional Dispositions Plans
Department of Middle, Secondary, and K12 Education
Faculty Leader: Heather Coffey

Description of Typical Activities	By Whom	<u>Undergraduate</u> Middle, Secondary, Foreign Language	<u>Graduate Certificate</u> Middle, Secondary, Foreign Language, TESL	<u>MAT</u> Middle, Secondary, Foreign Language TESL	<u>MEd</u> Middle, Secondary, TESL
Entry					
Entry-Level Course <ul style="list-style-type: none"> • Teaching of Professional Dispositions • Overview of assessment procedures and documents • Completion and uploading of signed Commitment Statement • First assessment of candidate dispositions (self-assessment) 	Instructor Candidate	EDUC 2100 or MDSK 2100 (as required by the individual program)	MDSK 6162	Introduced and assessed in Phase I	MDSK 6220 TESL 6204
Midpoint					
Mid-point Course <ul style="list-style-type: none"> • Review of professional dispositions, procedures, and documents • Completion and uploading of reaffirmed Commitment Statement • Faculty assessment of candidate dispositions • Faculty initiated plan of action (optional) 	Program faculty Candidate	MDLG 3130 SECD 4140	EDUC 5100 or TESL 6204	Advanced Methods course	Advanced Methods course

<p>Mid-point Field Experience:</p> <ul style="list-style-type: none"> • Pre-student teaching or other early field experience • Application of dispositions in a professional setting 	<p>Field-based supervisor or other professional</p>	<p>Yearlong Internship</p>	<p>EDUC 5100 or TESL 6204</p>	<p>Optional</p>	<p>Optional</p>
<p>Anytime</p>					
<p>Any time: If concerns are identified during courses or clinicals, or as required by department</p> <ul style="list-style-type: none"> • Information discussed with the candidate • Professional Disposition Plan of Action is initiated by faculty member, in consultation with public school representative when applicable 	<p>Instructor Public School Partner</p>	<p>Optional</p>	<p>Optional</p>	<p>Optional</p>	<p>Optional</p>
<p>Exit</p>					
<p>Exit:</p> <ul style="list-style-type: none"> • Completion of student teaching or capstone course • 	<p>Program faculty Public school partner</p>	<p>Student teaching course</p>	<p>Graduate student teaching course</p>	<p>MDSK 6691</p>	<p>MDSK 6691</p>

**Reading Education - M.Ed.
Advanced Program Professional Dispositions**

**Procedures for Teaching/Informing/Coaching/Remediating/Assessing Dispositions
College of Education
University of North Carolina at Charlotte**

**M.Ed. in Reading Education
Advanced Program Dispositions Plan**

**Procedures for Teaching/Informing/Assessing/Coaching/Remediating Dispositions
College of Education
University of North Carolina at Charlotte**

The mission of the professional education programs at UNC Charlotte is to prepare highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by having a positive impact on children, youth, families, communities, and schools. In order to reach this end, candidates must couple their knowledge and effective skills with a clear commitment to children, families, colleagues, schools, and communities, and the profession. Professional educators must demonstrate commitment to ethics, leadership, collaboration, advocacy, and continuous growth in order to have a positive impact on others. (Conceptual Framework of Professional Education Programs at UNC Charlotte, 2011).

The professional dispositions and behaviors that exhibit this commitment are described:

1. Impact
2. Professional Identity and Continuous Growth
3. Leadership
4. Advocacy
5. Collaboration
6. Ethics

Implementation of Professional Dispositions

In order to prepare professional educator who exemplify the professional attitudes, values, and beliefs necessary within a career in education, termed “dispositions” by the National Council for Accreditation of Teacher Education. To this end, the M.Ed. in Reading Education Program has adopted the following guidelines to inform/teach, assess, and coach/remediate candidates.

Inform/teach

Students entering the M.Ed. in Reading Education Program will be provided with a copy of the College of Education’s Professional Dispositions and Assessment of Professional Dispositions documents upon entry into the program. These documents will be reviewed and the dispositions and assessment procedures will be introduced and taught initially in READ 6265. Within this process, candidates will also be provided with a copy of the College of Education Professional Dispositions Plan of Action. Candidates will be required to sign the Candidate’s Statement of Commitment to Professional Dispositions, acknowledging they have been informed of the policies and procedures for the assessment of

dispositions. The dispositions and assessment procedures will be reviewed in READ 6255. Students will sign on line #2 of the Candidate's Statement of Commitment to Professional Dispositions to acknowledge that they have been informed of the processes and procedures as part of READ 6255. Finally, the dispositions and related procedures will be reviewed in READ 6260.

Assess

Dispositions will be assessed at three points, hereby referred to as "dispositional decision points", within M.Ed. Reading Education Program using the College of Education's Assessment of Professional Dispositions document. The three dispositional decision points will include: READ 6265 (self-assessment), READ 6255(instructor), and READ 6260 (instructor), respectively. The coordinator (or a designee) of the M.Ed. Reading Program will also complete a review of each candidate's dispositions at program exit.

Coach/Remediate

"Needs Improvement" ratings for professional dispositions in any of the areas designated within the College of Education's Professional Dispositions assessment at the "entry" or "mid-point" dispositional decision point or demonstration of inappropriate behavior or violation of professional dispositions/ethics will be documented through the completion of the Professional Disposition Plan of Action form by a University representative, preferably the professor/instructor, in collaboration with the candidate.

When a Professional Disposition Plan of Action form is completed, the remediation/coaching process will commence with a meeting between the professor/instructor and candidate. During this meeting, the professor/instructor will provide a specific description of the behavior that is going to be discussed (i.e., repeated tardiness) as well as the norms of the class. The professor/instructor and candidate together will attempt to discuss and identify as many alternative solutions as may be necessary to solve the problem. The intent of the meeting is to identify what the candidate can do differently so that his or her behavior is acceptable. A mutual agreement on the action to be taken to solve the problem will be sought. The professor/instructor will help the candidate make a concrete plan that includes what each person will do and when they will do it. The plan will include specific points for follow-up. Both parties must sign in the designated locations to indicate understanding of and adherence to the coaching and remediation activities indicated in the plan. Candidates will be provided with a copy of all completed Professional Disposition Plan of Action forms.

The Reading and Elementary Education Department Office will maintain an electronic record of all candidates for whom a Professional Disposition Plan of Action form has been completed. The record-keeping process will be initiated when a faculty member, program coordinator, or designee forwards all completed, signed forms to the office. A designee within the REEL office will create an electronic record of the documentation (i.e. add the candidate's information to a spreadsheet) and store the record on a secure server, such as the Shared drive (S: drive). Access to the server, beyond designee, will be limited to the Department Chair and Program Coordinators.

Name of Program Reading Education

Faculty Leader Ariana Medina

Requirement: Each non-initial licensure professional education program in the College must develop and implement a plan to teach/inform, assess, and coach/remediate its candidates' professional dispositions.

Timeline	Description	By Whom	MEd Program Plan
Entry-point:	<ul style="list-style-type: none"> • Inform/Teach Professional Dispositions • Overview of assessment procedures and documents • Completion and uploading of signed Commitment Statement • First assessment of candidate disposition (Candidate self-assessment) 	Faculty Candidate	READ 6265
Mid-point:	<ul style="list-style-type: none"> • Review of professional dispositions, procedures, and documents. • Completion and uploading of reaffirmed Commitment Statement • Faculty assessment of candidate dispositions • Faculty initiated Plan of Action (as needed) 	Faculty School partner (when applicable) Candidate	READ 6255
End-point:	<ul style="list-style-type: none"> • Assessment of candidate dispositions 	Faculty School partner (when applicable)	READ 6260
Any time: If concerns are identified during courses or clinicals, or as required by department	<ul style="list-style-type: none"> • Information discussed with the candidate • Assessment of dispositions • Faculty initiated Professional Disposition Plan of Action (in consultation with school partner if applicable) 	Faculty School partner (when applicable)	
Exit/Program Completion	<ul style="list-style-type: none"> • Review of all disposition data 	M. Ed. Reading Program Coordinator	

School Administration – MSA
Department of Educational Leadership
Advanced Program Disposition Plan

Procedures for Teaching/Informing/Coaching/Remediating/Assessing Dispositions
College of Education
University of North Carolina at Charlotte

The mission of the professional education programs at UNC Charlotte is to prepare highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by having a positive impact on children, youth, families, communities, and schools. In order to reach this end, candidates must couple their knowledge and effective skills with a clear commitment to children, families, colleagues, schools, and communities, and the profession. Professional educators must demonstrate commitment to ethics, leadership, collaboration, advocacy, and continuous growth in order to have a positive impact on others. (Conceptual Framework of Professional Education Programs at UNC Charlotte, 2011).

The professional dispositions and behaviors that exhibit this commitment are described:

1. Impact
2. Professional Identity and Continuous Growth
3. Leadership
4. Advocacy
5. Collaboration
6. Ethics

Implementation of Professional Dispositions

In order to prepare professional educational leaders to uphold the highest ethical and professional standards, the Department of Educational Leadership has designed the following guideless to inform/teach, coach/ remediate, and assess our candidates' professional dispositions.

Inform/teach

The School Administration Program adheres to the Educational Leadership Constituent Council (ELCC) Standards, North Carolina Standards for School Executives (NCSSE) and the American Association of School Administrators (AASA) Professional Code of Ethics, all school administration licensure candidates are provided with a copy of the Professional Dispositions and the Code of Ethics statement and are required to sign that they have been informed of these dispositions (**Inform**). These candidates also are required to complete ADMN6100 Fundamentals of Educational Leadership and ADMN6161, the Principalship course where they examine the Professional Dispositions statement in depth (**Teach**). Candidates are evaluated through written assignments, self-assessment, and objective testing in these courses.

Assess

Each semester, the faculty and site supervisor meet to review each candidate's performance during the internship. The faculty and site supervisor discuss the candidate's behavior and identifies demonstrated behaviors that do not meet the expected dispositions. Based on the nature of the inappropriate

behavior or violation of professional ethics/dispositions, a decision is made on how to address the issue (**Assess**).

If the issue is a singular occurrence with a single faculty member and the behavior is not an ethical violation, the resulting action can be a meeting between the individual faculty member or advisor with the student. The meeting is documented but is not considered a formal staffing. If multiple faculty members have encountered the same issue with the student, then a formal meeting occurs between the student and at least two faculty members (**Assess**).

At any point in the semester, a faculty member can initiate the review process which can result in a formal meeting with the student. Site supervisors can also initiate this process by contacting the faculty supervisor of ADMN 6410 or 6420 about inappropriate/unethical behavior. The faculty member will convey this concern to the entire faculty (**Assess**).

Coach/Remediate

The objective of both informal and formal meetings with candidates is to assist the candidate in making behavioral changes that will lead to successful completion of the educational leadership school administration program. During informal meetings, the faculty member meets with the candidate and shares observations about behavior(s) that are not meeting the expectations established by the program. The faculty member can utilize the Professional Dispositions document to indicate any discrepancies between the candidate's behavior and the expected behavior. Candidates are given the opportunity to share their perspectives and with the faculty member, work to reach an agreement on the behavior that needs to be changed. The meeting is documented and follow-up will occur if change does not occur.

Formal meetings occur when (1) informal meetings have not led to growth in the candidate and (2) when the problematic behavior has serious ramifications (e.g., violation of ELCC Standards, legal violations, problems of professional competency). The entire faculty works together to complete the first sections of the Professional Disposition Plan of Action that (1) describes the behavior that is of concern, (2) aligns the concern with the Professional Dispositions; (3) describes the expected behavior changes; and (4) determines the consequences if the behavior does not change.

The formal meeting includes at least two professors (advisor and preferably a professor who has observed the problematic behavior). The professors will share their concerns with the candidate and provide the candidate with an opportunity to share his or her perspective with the faculty members. Candidates will be asked to determine what plan of action they plan to take to correct the problematic behavior. Professors can provide information about alternatives (e.g., counseling center, student services) but do not prescribe a solution. Candidates are given a timeframe for when change needs to take place. If changes are made, the candidate remains in good standing in the program. A follow-up date is determined for examining if further intervention is needed. If the changes do not occur, the next step is determined in the follow-up meeting. The plan is signed by both the candidate and the faculty members and is stored with the chair of the department.

Advanced Programs Dispositions Plans School Administration —MSA

Name of Program School Administration Faculty Leader Delores Lee

Timeline	Description	By Whom	Program Plan
Entry:	<ul style="list-style-type: none"> Inform new students about professional dispositions Teach Professional Dispositions Overview of assessment procedures and documents Candidate self-assessment Inform new doctoral students about professional dispositions Overview of assessment procedures and documents 	Program coordinator Instructor of ADMN 6100 Candidate Instructor of ADMN 6100	<i>Required orientation and advising</i> <i>Required introductory course</i> <i>Candidate self-assessment in ADMN 6100</i>
Mid-point:	<ul style="list-style-type: none"> Review of professional dispositions and procedures Assessment of dispositions Assessment of dispositions 	Faculty Site supervisor	<i>Required course ADMN 6161</i> <i>Required course ADMN 6490 & ADMN 6491, if applicable</i> <i>Required course ADMN 6410 Internship Part I</i> <i>Assessment utilizing North Carolina Standards for School Executive Rubric</i>
Any time: If concerns are identified during courses or clinicals, or as required by department	<ul style="list-style-type: none"> Assessment of dispositions Faculty initiated Plan of Action for MSA and EdD 	Faculty Faculty & Site Supervisor if applicable	<i>Assessment utilizing Professional Dispositions Form</i> <i>Faculty members and student work together to identify areas for change with student determining specific ways to achieve desired outcomes</i>
Exit:	<ul style="list-style-type: none"> Assessment of candidate dispositions 	Faculty & Site Supervisor	<i>Required course ADMN 6420-Internship Part II</i> <i>Assessment utilizing North Carolina Standards for School Executive Rubric</i> <i>Assessment utilizing Professional Dispositions Form</i>

Special Education - MAT and MEd Advanced Program Dispositions Plan

Procedures for Teaching/Informing/Coaching/Remediating/Assessing Dispositions College of Education

University of North Carolina at Charlotte

The mission of the professional education programs at UNC Charlotte is to prepare highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by having a positive impact on children, youth, families, communities, and schools. In order to reach this end, candidates must couple their knowledge and effective skills with a clear commitment to children, families, colleagues, schools, and communities, and the profession. Professional educators must demonstrate commitment to ethics, leadership, collaboration, advocacy, and continuous growth in order to have a positive impact on others. (Conceptual Framework of Professional Education Programs at UNC Charlotte, 2011).

The professional dispositions and behaviors that exhibit this commitment are described within these categories:

1. Impact
2. Professional Identity and Continuous Growth
3. Leadership
4. Advocacy
5. Collaboration
6. Ethics

Implementation of Professional Dispositions

In order to prepare professional special educators to uphold the highest ethical and professional standards, the Special Education faculty has designed the following guideless to inform/teach, coach/remediate, and assess our candidates' professional dispositions during their completion of our advanced professional programs; MEd and MAT respectively.

Inform/teach

MEd

All potential candidates applying to the MEd in Special Education will be asked to complete a disposition self-assessment as a part of their application materials submitted to the UNC Charlotte Graduate School. In addition, any persons recommending potential candidates to our MEd program will be asked to complete a disposition assessment in addition to the online recommendations. The program Graduate Coordinator will review disposition assessments and use in addition to other admission criteria, to determine acceptance into the MEd program. Once candidates have been accepted into the MEd in Special Education they will receive a standard letter of acceptance. Included in the acceptance letter, candidates will be asked to review: a) the College of Education's Professional Disposition Statement, b) a detailed description of the process for assessing professional dispositions during the program, and c) notification of their academic advisor and his/her contact information. Candidates will review the program's process for assessing professional dispositions during their initial meeting with their academic advisors.

MAT

All potential candidates applying to the MAT in Special Education will be asked to complete a disposition self-assessment as a part of their application materials submitted to the UNC Charlotte Graduate School. The program Graduate Coordinator will review disposition assessments and use in addition to other admission criteria, to determine acceptance into the MAT program. Once candidates have been accepted into the MAT in Special Education they will receive a standard letter of acceptance. Included in

the acceptance letter, candidates will be asked to review the: a) the College of Education's Professional Disposition Statement, b) a detailed description of the process for assessing professional dispositions during the program, and c) notification of their academic advisor and his/her contact information. For MAT candidates, this will be a review of the Professional Dispositions as they will have been informed, taught, and assessed during Phase 1 of the MAT program.

Assess

MEd

Candidates accepted into the MEd Special Education Program will complete a disposition self-assessment at entry (prior to their acceptance into the program), mid-point, and during their final semester in the program. Beyond those interval assessments, at any point in the semester a Special Education faculty member can initiate the review process which can result in a formal meeting with the student. If a concern(s) arise about a particular student, the concerned faculty member will contact the program's Graduate Coordinator for collaboration in working with the student through teaching and coaching to improve the area/behavior/attitude of violation of the college's disposition professional standards. When necessary, the Graduate Coordinator will work with the faculty member and student to develop a plan of action.

MAT

Candidates accepted into the MAT Special Education program will complete a disposition self-assessment at entry (prior to their acceptance into the program) and during their final semester in the program. Beyond those assessments, at any point in a semester a Special Education faculty member can initiate the review process which can result in a formal meeting with the student. If a concern(s) arise about a particular student, the concerned faculty member will contact the program's Graduate Coordinator for collaboration in working with the student through teaching and coaching to improve the behavior/attitude of violation of the college's disposition professional standards. When necessary, the Graduate Coordinator will work with the faculty member and student to develop a plan of action.

Coach/Remediate

MEd & MAT

For those instances when a major violation of professional ethics/dispositions has occurred, faculty may opt to first meet with the candidate in question and try to resolve the issue through an informal meeting. If the behavior/attitude persists, other Special Education faculty may become involved in addition to the Graduate Program Coordinator. If the candidate's behavior continues the Graduate Coordinator and concerned faculty member(s) will schedule a formal meeting with the candidate. During informal meetings, the faculty member and Graduate Coordinator will meet with the candidate and share observations about behaviors that are not meeting the expectations established by the program. The faculty member will utilize the Professional Dispositions document to indicate any discrepancies between the candidate's behavior and the disposition expectations. Candidates will be given the opportunity to share their perspectives and with the faculty member, work to reach an agreement on the behavior that needs to be changed. Candidates will be asked to determine what plan of action they plan to take to correct the problematic behavior. Faculty can provide information about alternatives (e.g., counseling center, student services). Candidates are given a timeframe for when change needs to take place (for example, may not continue in program unless change is implemented). If changes are made, the candidate remains in good standing in the program. A follow-up date is determined for examining if further intervention is needed. If the changes do not occur, the next step is determined in the follow-up meeting. The plan is signed by both the candidate and the faculty and is given to the chair of the department.

Name of Program Special Education Faculty Leader K Anderson

Timeline	Description	By Whom	Program Plan
MEd Entry:	<ul style="list-style-type: none"> Each of the 3 required letters of recommendation for a candidate will also complete a disposition assessment Candidate completes self-assessment 	<ul style="list-style-type: none"> Persons completing letters of recommendation Candidates applying to the MEd program 	<ul style="list-style-type: none"> The Graduate Coordinator will review all application materials including the disposition assessments done by those recommending the candidate Candidates complete a self-assessment as part of the application to the program
MAT Entry	<ul style="list-style-type: none"> Candidate completes self-assessment COE dispositions and assessments will have been taught during Phase 1 (Graduate Certificate) 	<ul style="list-style-type: none"> Candidates applying to the MAT program 	<ul style="list-style-type: none"> Candidates complete a self-assessment as part of the application to the program The Graduate Coordinator will review all application materials including the disposition self-assessments done by candidates
MEd Mid-point:	<ul style="list-style-type: none"> Candidate self-assessment Advisor disposition assessment of candidate 	<ul style="list-style-type: none"> Candidate Candidate's advisor will complete the candidate's assessment Instructor of record for SPED 6692 will make sure the candidate and advisor's assessments have been uploaded to TaskStream 	<ul style="list-style-type: none"> Candidates will be required to complete a disposition self-assessment as a prerequisite to registering for SPED 6692 Candidates' advisors will be required to complete a disposition assessment at the same time as they submit course grade for SPED 6692 to the instructor of record The instructor of record for SPED 6692 will be responsible for making sure both the candidate self-assessment and the advisor disposition assessment of the candidate are both uploaded to TaskStream
MAT Mid-point:	<ul style="list-style-type: none"> Since the MAT program consists of 12 credit hours no mid-point disposition assessment will be required but will be done on an as-needed basis 	<ul style="list-style-type: none"> Graduate Coordinator for as-needed cases 	<ul style="list-style-type: none"> If concerns arise about a candidate, the Graduate Coordinator will work with faculty and the candidate through coaching and action plan if as needed
MEd & MAT Any time: If concerns are identified during courses or clinicals, or as required by department	<ul style="list-style-type: none"> Assessment of dispositions Advisor and faculty initiate Plan of Action 	<ul style="list-style-type: none"> Faculty Advisor and concerned faculty initiate Plan of Action with Candidate 	<ul style="list-style-type: none"> Assessment utilizing Professional Dispositions Form Advisor, concerned faculty and candidate work together to identify areas for change with candidate determining specific ways to achieve desired outcomes
MEd Exit:	<ul style="list-style-type: none"> Candidate self-assessment Advisor disposition assessment of candidate 	<ul style="list-style-type: none"> Candidate Candidate's advisor will complete the candidate's assessment Instructor of record for SPED 6694 will make sure the candidate and advisor's assessments have been uploaded to TaskStream 	<ul style="list-style-type: none"> Candidates will be required to complete a disposition self-assessment as a prerequisite to registering for SPED 6694 Candidates' advisors will be required to complete a disposition assessment at the same time as they submit course grade for SPED 6694 to the instructor of record The instructor of record for SPED 6694 will be responsible for making sure both the candidate self-assessment and the advisor

			disposition assessment of the candidate are both uploaded to TaskStream
MAT Exit:	<ul style="list-style-type: none"> • Candidate self-assessment • Instructor SPED 6691 disposition assessment of candidate 	<ul style="list-style-type: none"> • Candidate • Instructor of record for SPED 6691 	<ul style="list-style-type: none"> • Candidates will be required to complete a disposition self-assessment as a prerequisite to registering for SPED 6691 • Instructor of SPED 6691 will be required to complete a disposition assessment at the same time as they submit course grade for SPED 6691 • Instructor of SPED 6691 will be responsible for making sure both the candidate self-assessment and their disposition assessment of the candidate are both uploaded to TaskStream