

Purdue University
Teacher Education Council
Candidate Disposition Assessment Process

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Introduction:

In accordance with state and national standards, teacher education candidates (undergraduate and graduate) at Purdue University are assessed on their knowledge, dispositions, and performance. Knowledge assessment occurs primarily through courses and course linked field experiences and is reflected in course grades and the candidate's grade point average (GPA). Performance is assessed through the candidate's classroom practice, particularly early field, practica, student teaching, and/or internship experiences. Dispositions are assessed by the disposition assessment process described herein and the assessment of dispositions during courses, practica, student teaching, and/or internship experiences. According to the Council for the Accreditation of Educator Preparation (CAEP) and the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, dispositions are "the habits of professional action and moral commitments that underlie an educator's performance." Therefore, this process shall apply to candidates' dispositions as reflected in their performance in field experiences, clinical practice, and related coursework.

All teacher education candidates, faculty, and academic advisors will be provided with information about the Dispositions to be Assessed (Form D-1) and the Disposition Assessment Form (Form D-2) via the Office of Teacher Education and Licensure (OTEL). Candidates will be made aware that repeated violations of these dispositions will constitute grounds for a decision regarding separation from the Purdue University Teacher Education Program. This information also will be published in appropriate teacher education documents and reinforced throughout the program.

Procedure for Addressing Disposition Problems:

To bring a deficiency with regard to professional conduct to the attention of the Teacher Education Council Special Cases Committee, all faculty, staff, and classroom teachers may use the Disposition Assessment Form (Form D-2). Course instructors will be asked to submit a Form D-2 for any candidate who exhibits a deficiency with respect to the InTASC standards listed in Form D-1. The completed form will be distributed to the candidate, the candidate's academic advisor, the appropriate department head(s), program convener, OTEL, and the Office of Clinical Practice (OCP), and for online programs the program coordinator. The candidate's academic advisor will monitor each candidate's folder to ascertain if a D-2 form was issued to the candidate on more than one occasion or for more than one specific incident. (Note: separate D-2 forms completed by different individuals about the same incident or related incidents shall be counted as only a single form for the purposes of counting as described below.)

If a candidate receives **D-2 forms for two separate incidents**, the academic advisor will notify the appropriate department head and program convener within fourteen (14) business days of the filing of the second form. The department head or program convener will schedule and meet with the candidate, the academic advisor, the course instructor/coordinator of the course in which a deficiency was observed, and with the individuals submitting the Form D-2s within fourteen (14) business days to discuss the specific concerns that need to be addressed. (If notification of the second form D-2 falls at the end of a term, the department head or program convener will schedule and meet within fourteen (14) business days after the beginning of the next full term in which the candidate is enrolled.)

If the meeting determines that a dispositional issue does exist, a list of actions that the candidate agrees to follow will be prepared in memo form, and the candidate and department head, program convener, or program coordinator will sign the agreed course of action to be taken. A copy of the actions to be taken will be placed in the candidate's file and sent to OTEL and OCP. The candidate also may submit any additional information that

s/he wishes to include in the record.

If a candidate receives a **D-2 form for a third separate incident**, the academic advisor will notify the appropriate department head and program convener within fourteen (14) business days of the filing of the form. The department head or program convener will notify the candidate and the College of Education Dean within seven (7) business days of the third D-2 form. The College of Education Dean will convene the TEC Special Cases Committee within fourteen (14) business days of notification and will provide documentation regarding the three D-2 forms and the Course of Action Memo. (If notification of the third form D-2 falls at the end of a term, the department head or program convener will schedule the meeting within fourteen (14) business days after the beginning of the next full term in which the candidate is enrolled.)

The candidate will be asked to provide any information s/he wishes regarding the three D-2 forms in writing to the TEC Special Cases Committee. The TEC Special Cases Committee shall meet to review the documentation provided and meet with the candidate and his or her academic advisor. The TEC Special Cases Committee shall provide one of four recommendations to the College of Education Dean within the 14-day period. For online programs, it is within a seven (7) business day period. The recommendations can be: continue in the program, conditional permission to proceed in the program, removal from the program, or not enough evidence was provided to make a decision in which case the candidate continues in the program. Within fourteen (14) business days of receiving the recommendation from the TEC Special Cases Committee, the College of Education Dean shall make a decision on the case and notify all parties involved including the candidate, academic advisor, department head, program convener, OTEL, OCP, and TEC, and program coordinator (as applicable for online programs). The decision of the College of Education Dean is final.

Online Program Procedure for Addressing Disposition Problems:

Given the compressed timeline for online programs, the following additional explanation and timelines apply. Required meetings can be accomplished virtually or in-person.

First Offense

For online programs, if a candidate receives a D-2 form for a given incident, the course instructor or faculty members will submit immediately the D-2 documents to the online program coordinator. The program coordinator will notify the appropriate department head and program convener within two (2) business days of the filing of the form. The course instructor or faculty member, and/or course lead, from the course in which a deficiency was observed, will schedule and meet via a virtual meeting with the candidates within two (2) business days to discuss and address the specific concerns. Course instructors or faculty members will communicate clearly with the candidates that the session is being recorded for documentation.

Upon meeting, if it is determined that a dispositional issue does exist, a list of actions that the candidate agrees to follow will be prepared in memo form, and provided to the candidate, program coordinator, department head, and program convener for signature by all parties. In addition, this memo will include a warning that a second D-2 may result in dismissal from the online programs. A copy of the actions to be taken will be placed in the candidate's file and sent to OTEL and OCP. The candidate's signature does not indicate that the candidate agrees with the disposition(s) cited; it does indicate that faculty communicated to the candidate awareness of the dispositional concern(s). The candidate also may submit any additional information to include in the record.

Second Offense

For online programs, if a candidate receives D-2 forms for two separate incidents, the program coordinator will notify the appropriate department head and program coordinator within two (2) business days of the filing of the second form. The program coordinator will schedule and meet with the candidate, the academic/faculty advisor, the course instructor or faculty member, and/or faculty lead of the course in which a deficiency was observed, the program convener, and the department head within two (2) business days to discuss the specific concerns that need to be addressed.

Upon meeting, if it is determined that a dispositional issue does exist, the candidate may be dismissed from the online program. The program coordinator will notify the College of Education Dean within two (2) business days of the candidate's meeting to request that the Dean convene the TEC Special Cases Committee within seven (7)

business days of the second D-2 form. The candidate will be asked to provide any information in writing the candidate wishes to include regarding the two (2) D-2 forms to the TEC Special Cases Committee, which will follow its procedures. However, for online programs, it will follow a seven (7) business day timeline.

Egregious Violations of Dispositional Standards

A candidate may be subject to expedited dismissal from the teacher education program for an egregious violation of dispositional standards. Examples of possible egregious violations include, but are not limited to: engaging in illegal or unethical conduct involving minor children or conduct which would be grounds for dismissal from a teaching position, mishandling of private and confidential student information, and serious violations of the Purdue University Code of Student Conduct. The initial determination that an egregious violation has occurred shall be made by the College of Education Dean, after consultation with relevant stakeholders, including the Purdue University Division of Student Academic Affairs. The College of Education Dean will notify the candidate that s/he is suspended from the Purdue Teacher Education Program, effective immediately. The College of Education Dean will then follow the procedure outlined above for convening the TEC Special Cases Committee within fourteen (14) business days, or seven (7) business days for online programs, to review the evidence and make a recommendation for action. Within an additional fourteen (14) business days, or seven (7) business days for online programs, of receiving the recommendation from the TEC Special Cases Committee, the College of Education Dean shall make a decision on the case and notify all parties involved including the candidate, academic advisor, program convener, program coordinator (as applicable for online programs), department head, OTEL, OCP, and the TEC. The decision of the College of Education Dean is final.

Purdue University
Teacher Education Council Form D-1
Dispositions to be Assessed

Note: Specific dispositions for each licensing area that are tied to the dispositions on Form D-1 may be found at: <http://www.doe.in.gov/licensing/repa-teacher-standards>

Numbers in parentheses refer to the Interstate Teacher Assessment and Support Consortium (InTASC) standards addressed. InTASC standards can be found at: http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

1. Is sensitive to community and cultural norms, and engages in and supports appropriate professional practices for self and colleagues. (9) (10)
2. Demonstrates a willingness to work with other professionals to improve the overall learning environment for students. (3) (7) (9) (10)
3. Takes responsibility for establishing a positive classroom climate and recognizes the importance of peer relationships in establishing a climate of learning. (2) (3)
4. Respects students as individuals and respects students' privacy and confidentiality of information. (2) (10)
5. Treats all students fairly and equitably, valuing individual differences and experiences. (1) (2) (3) (5) (6)
6. Demonstrates an awareness of all aspects of a child's well-being (cognitive, emotional, social, and physical). (1) (2)
7. Shows commitment to adapting instruction to students' responses, ideas, and needs in order to facilitate the development of students' critical thinking, independent problem solving, and performance capabilities. (3) (4) (5) (7) (8) (9)
8. Demonstrates flexibility and is open to adjustment and revision based on needs and changing circumstances. (4) (5) (6) (7) (8)
9. Exhibits behaviors that show a commitment to planning, reflection, assessment, and learning as on-going processes. (3) (4) (5) (6) (7) (9)
10. Demonstrates thoughtful, effective verbal and nonverbal communication and responsive listening. (8)
11. Demonstrates enthusiasm for the discipline(s) taught, keeps abreast of new ideas and developments in the field, and sees connections to everyday life. (4) (9)

Purdue University
Teacher Education Council Form D-1, cont'd.
Assessment Categories and Examples of Deficiencies

The following categories of dispositions will be assessed. Examples of behaviors that might be consistent with dispositional deficiencies are given. This list is meant to be illustrative of possible dispositional deficiencies but is neither intended to be exhaustive nor prescriptive. (Numbers in parentheses refer to the eleven dispositions identified above.)

Legal/Ethical Conduct

- Engages in illegal or unethical conduct involving minor children or conduct which would be grounds for dismissal from a teaching position. (9)
- Mishandles and/or fails to maintain privacy and confidentiality of student information. (9)
- Violates the Purdue University Code of Student Conduct e.g., academic dishonesty. (9)

Attendance/Punctuality

- Is frequently late or absent except when excused in advance. (9)

Professional Appearance and Demeanor

- Fails to act or dress according to the standards of the school where the candidate is placed. (9)
- Fails to maintain composure in the classroom. (2) (4) (5) (9)

Reliability/Dependability

- Frequently fails to complete assignments, duties, or tasks on time. (9)

Interactions with Others

- Fails to interact in a positive and professional manner with students, peers, teachers, university personnel, and others. (1) (3) (8) (9) (10)

Fairness/Lack of Bias

- Shows overt bias, prejudice, or lack of fairness toward certain students or groups of people. (1) (2) (3) (8)

Safety/Responsible Conduct

- Acts in a dangerous or irresponsible manner that might place students at risk. (3) (4) (5)

Flexibility/Adaptability/Openness to Feedback

- Is unable to adapt teaching to changing classroom circumstances. (4) (6) (7)
- Reacts defensively or antagonistically to feedback about performance. (2) (6) (7) (9)

Communicative Effectiveness

- Makes frequent errors in oral and/or written communications with students, peers, teachers, university personnel, and others. (10)

Commitment to Student Learning

- Makes negative comments about students' abilities to learn. (3) (5) (7) (9)
- Unable to adapt instruction to meet varying needs and abilities. (2) (6) (7)

Commitment to Improving Teaching Performance

- Makes no effort to improve instructional practices and teaching activities. (6) (7) (9) (10)

Commitment to Profession

- Exhibits poor attitude toward the discipline and/or teaching profession. (4) (10)

Purdue University
Teacher Education Council Form D-2
Disposition Assessment Form

This form is to be used by faculty, staff or classroom teachers who observe a teacher education candidate's dispositional deficiency as related to their teacher education program of study. For a list of dispositions and possible deficiencies, please refer to Form D-1.

Please complete the entire form and submit it to the department or program area in which the candidate is majoring (e.g., elementary education-Department of Curriculum and Instruction) after you have discussed it with the teacher education candidate.

Candidate Name _____ Student/PUID Number _____ Date _____

Form Completed By _____ Telephone Number _____

Check any category for which a dispositional deficiency has been observed.

<input type="checkbox"/> Legal/Ethical Conduct*	<input type="checkbox"/> Attendance/Punctuality	<input type="checkbox"/> Professional Appearance and Demeanor
<input type="checkbox"/> Safety/Responsible Conduct*	<input type="checkbox"/> Interactions with Others	<input type="checkbox"/> Fairness/ Lack of Bias
<input type="checkbox"/> Reliability/Dependability	<input type="checkbox"/> Flexibility/Adaptability/ Openness to Feedback	<input type="checkbox"/> Communicative Effectiveness
<input type="checkbox"/> Commitment to Improving Teaching Performance	<input type="checkbox"/> Commitment to Student Learning	<input type="checkbox"/> Commitment to Profession
<input type="checkbox"/> Other, please specify		

*For offenses in this category, please consult with the Purdue University Office of the Dean of Students.

For any dispositional area identified as deficient above, please describe the context of this assessment in specific, observable terms (e.g., course number and name, where situation occurred, specifically what transpired, date) and relate it to the deficiency area(s) addressed. Use the reverse side of the page and/or attach additional sheets if necessary.

Discussed on: _____

I have discussed the dispositional deficiency(ies) that has(have) been observed. My signature below does not imply agreement, but indicates I am aware of the issue(s) and received an opportunity to present any opposing viewpoints.

 Student's Signature

Date: _____

 Signature of Individual who completed the form

Date: _____

**Purdue University Teacher Education Council
Disposition Assessment Form Filing
a.k.a. Where do I send the form?**

This checklist is designed to facilitate the filing of the disposition assessment form. Please send the disposition documents and materials to the teacher education candidate, faculty, staff, and College of Education Academic Services offices as stated in the *Candidate Disposition Assessment Process*. Also, please remember to discuss the dispositional deficiency with the candidate.

Candidate Name _____

First D-2 Form:

- Candidate
- Candidate's Academic Advisor (for the list of teacher education advisors, refer to <https://discover.education.purdue.edu/disposition/>)
- Program Convener (for the list of teacher education program conveners, refer to <https://discover.education.purdue.edu/disposition/>)
- Program Coordinator for online programs, as applicable
- Department Head, Curriculum and Instruction and the Department in which the program resides
- Office of Clinical Practice – BRNG 3229
- Office of Teacher Education and Licensure – BRNG 3229

Second D-2 Form:

- Candidate
- Candidate's Academic Advisor (for the list of teacher education advisors, refer to <https://discover.education.purdue.edu/disposition/>)
- Department Heads: Curriculum and Instruction and the Department in which the program resides
- Program Convener (for the list of teacher education program conveners, refer to <https://discover.education.purdue.edu/disposition/>)
- Program Coordinator for online programs, as applicable
- Office of Clinical Practice – BRNG 3229
- Office of Teacher Education and Licensure – BRNG 3229
- The Division of Student Academic Affairs, Disability Resource Center, if relevant – YONG 830

Third D-2 Form:

- Candidate
- Candidate's Academic Advisor (for the list of teacher education advisors, refer to <https://discover.education.purdue.edu/disposition/>)
- Department Heads: Curriculum and Instruction and the Department in which the program resides
- Program Convener (for the list of teacher education program conveners, refer to <https://discover.education.purdue.edu/disposition/>)
- Program Coordinator for online programs, as applicable
- Office of Clinical Practice – BRNG 3229
- Office of Teacher Education and Licensure – BRNG 3229
- College of Education Dean – BRNG 6114
- The Division of Student Academic Affairs, Disability Resource Center, if relevant – YONG 830