

Administrative Guidelines for the Assessment of the Professional and Ethical Dispositions of Professional Education Unit Candidates

Beginning in Fall 2005, faculty in the Professional Education Unit will begin assessing all Undergraduate and Graduate Candidates on their Professional Dispositions.

Definition

Dispositions are defined as internal values, beliefs, and attitudes that are manifested in patterns of professional behaviors. The Dispositional Assessment system does not assess values, beliefs, or attitudes directly; instead, dispositions are only assessed as they are manifested in patterns of behaviors and candidate performances in their work with P-12 students and their families, peers, faculty, and the community.

Assessment Instruments

The PEU has adopted a standard rubric for the assessment of dispositions (Appendix A). Programs may adopt the standard PEU Dispositional Assessment form for use with their candidates or they may revise the form for their own needs according to the following criteria (Appendix B for examples from EDFN, xxx, and xxx). Program rubrics, must use the following Core Disposition Behavior Categories: Communicates Professionally, Demonstrates Professional Growth, Demonstrates Professional Relationships, Exhibits Attributes Suitable to the Profession, and Displays Responsible & Ethical Behavior. Programs that do not develop their own rubric will use the standard PEU Assessment. Program rubrics used in initial teacher certification programs must use indicated items taken from the student teaching instrument. Instruments used in other field placement assessments should be aligned with the departmental rubric.

Proactive Involvement of Candidates

1. Each department should make every effort to help candidates understand the importance of dispositions to the profession as well as the specific expectations on which they will be assessed. Ideas include discussing the rubric in designated classes and having candidates self-assess using the rubric. At a minimum, department and school web pages will post dispositions and administrative guidelines. The departments will provide Candidates with copies of their program's dispositions, indicators, and administrative guidelines upon admission to the major, admission to the program, and at any subsequent transition points to be determined by the department.
2. Candidate's ratings on behaviors related to dispositions will be part of each candidate's PEU Assessment report. Assessment reports will be available to candidates via the web through the Banner system or similar university information system. Comments related to disposition ratings will be private and will be available only to the candidate, chair, dean, and faculty involved in appeals.

Dispositions Concerns Notice System

1. Faculty may identify candidates who should be discussed in a departmental meeting through completion of a Dispositions Concern Notice. Faculty may complete Disposition Concern Notices for any candidates who are in their classes or in their programs (see appendix B). Faculty should specify on this form whether the concern is of a high priority meriting immediate consideration and action and whether they have attempted to resolve the situation with the candidate.
2. An email will be sent to the Dean of the School of Education, the chairs of a candidate's programs, and to the initiating faculty member when a Dispositional Concern Notice has been completed. The candidate and other faculty members will not receive any notification that a concerns notice has been sent.
3. A Concerns Notice is not an assessment. It is a method for initiating collaborative discussion about candidate dispositions.

Evaluation of Candidate Dispositions

1. In general, candidates will be evaluated by the department of their major (or certification area in the case of post- baccalaureate candidates) including K-12 certification candidates (Art, Music, Technology Education, and Special Education). Candidates who are dual Elementary Education / Special Education majors will be reviewed by both the ELED and SPED departments. Educational Foundations will review Secondary Education Math, Science, Social Studies, English, and Foreign Language candidates in consultation with the candidate's major department.
2. It is the intention of this policy to involve all appropriate chairs or their designees and faculty in meetings where candidate dispositions are discussed. To this end,
3. Departments will discuss candidate dispositions during at least one meeting each semester. Departments only need to review candidates when a concerns notice has been submitted or if a faculty member raises a concern about the candidate during the meeting.
4. It will be the responsibility of faculty and the department chair to assure that discussion is focused on behaviors described in the program's rubric and that positive qualities of the candidate are discussed along with concerns.
5. By default, Candidates who have not been discussed at these meetings will be assumed to have earned a rating of proficient (see rating system below) in their Professional Dispositions.
 - 4=EXEMPLARY (Candidate consistently and effectively displays appropriate dispositions as defined by the program at a level expected of practicing professional educators)
 - 3=PROFICIENT (Candidate consistently and effectively displays appropriate dispositions as defined by the program)
 - 2=PARTIALLY PROFICIENT (Candidate displays acceptable dispositions as defined by the program in an inconsistent fashion OR is developing the dispositions in a positive fashion. More attention and focus is required of this Candidate)
 - 1=DOES NOT MEET PROFICIENCY (Candidate has not displayed acceptable dispositions OR has not demonstrated an adequate level of professional behaviors as defined by the program OR has displayed behaviors counter to those accepted as professional dispositions)
6. Candidates discussed at the meetings will earn a rating other than proficient if and only if all of the following conditions are met:
 - There are at least two sources of evidence for a different rating. This may include two or more faculty members or one faculty member and evidence supplied by a school partner.
 - The evidence is based on observable behavior using the department's Disposition Assessment Instrument aligned with the PEU Core Dispositional Criteria.
 - The evidence indicates either an ongoing pattern of behavior or critical incidents of significance. This policy is not meant to replace existing policies on critical incidents such as major violations of the honor code, criminal matters, or incidents involving the safety of the community.
7. Department chairs or their designees will complete an online assessment of all candidates who receive a rating of 1, 2, or 4. In the case of dual ELED-SPED majors, both chairs should work together in completing the assessment. This assessment will include a determination of whether the candidate needs to be assigned a mentor for remediation, and if so who the mentor will be. Candidates, their advisors, and program chairs must be notified if a candidate receives a rating of 2 or 1. Candidates must be offered a meeting with the chair or their designees. A second faculty member should attend this meeting. In the case of dual SPED-ELED candidates the two chairs should be the two faculty members present at the meeting.

Collaboration

Patterns of behavior are manifested in courses and field work across the PEU. Evaluation of candidates should involve all appropriate chairs or their designees and faculty, including those who are not members of the department that is responsible for the review. Specifically:

1. Advisors who are not department members should be consulted and invited to the meeting.
2. Faculty who submit a concerns notice who are not department members should be consulted and invited to the meeting.
3. Chairs of Math, Science, Social Studies, English and Foreign Language programs will be notified through the Concerns notice system whenever any faculty member submits a Concerns Notice for one of their majors. These chairs or their designees should discuss the candidate with faculty during a departmental meeting and then consult with the EDFN chair. The EDFN chair should make sure that content area chairs or their designees are consulted and invited to meetings where their candidates will be discussed.
4. Special Education and Elementary Education should consult in a similar manner for dual majors.
5. Chairs or their designees of programs whose candidates take EDFN courses should consult with and notify the EDFN chair or their designee of the meeting.
6. When available, evidence from field experiences should be considered and discussed at meetings.

Appeals

Faculty decisions may be initially appealed to the Chair or Graduate Program Coordinator of the appropriate School of Education department(s). The Dean of the School of Education or Dean of Graduate Studies adjudicates subsequent appeals. Secondary education Candidates may appeal to the Education Foundations Chair. Dual special education and elementary education candidates may appeal to xxx. The Education Foundations Chair will consult with the appropriate content area Chair(s) or Graduate Program Coordinators on all appeals.

Remediation of Candidates who have earned a rating of 1 or 2

1. Department chairs or their designees will make a decision regarding whether a candidate with a rating of 1 or 2 needs mentoring and will assign a mentor if needed. The candidate's advisor should be considered first when assigning mentors.
2. Remediation may take many forms including:
 - Career advisement or referral for personal counseling as warranted
 - Candidate development of a professional plan for improvement
 - Additional or repeated courses with a focus on the deficit skill areas.
 - Additional clinical experience requirements with a focus on the deficit skill areas.
 - Evidence of improvement before progressing through the program or placement in a field experience.
3. Failure to evidence proficient levels of appropriate Dispositions may result in the Candidate's removal from the program or prevention from entering field placement. In the event of such failure, The Candidate will not be recommended for Pennsylvania Certification by Millersville University.

Appendix A: PEU Dispositions Rubric

Disposition Category	Examples
COMMUNICATES PROFESSIONALLY	<p><u>Communicates clearly and appropriately with students, families, supervisor, cooperating teacher and other school personnel.*</u></p> <p>Follows appropriate channels of communication Abides by FERPA (Federal Educational Rights and Privacy Act) Displays an appropriate sense of humor Writes & speaks clearly Is professional during educational interactions Is easily understood Conveys an appropriate tone Listens carefully and actively</p>
DEMONSTRATES PROFESSIONAL GROWTH	<p><u>Seeks out, reflects, and acts upon feedback from students, cooperating teacher, supervisor, and peers</u></p> <p><u>Demonstrates a commitment to ongoing professional development through use of literature and growth opportunities.</u></p> <p>Exhibits curiosity about the profession Seeks & accepts critical feedback from peers, supervisors, faculty, students & students' families Self-regulates & modifies professional behavior based upon feedback Is aware of & involved with professional organizations, publications & activities</p>
DEMONSTRATES PROFESSIONAL RELATIONSHIPS	<p><u>Demonstrates a belief that all students (including students with disabilities / linguistic / cultural diversity) can learn at high levels</u></p> <p><u>Collaborates with all appropriate individuals in planning for the success of students with exceptional needs</u></p> <p>Exhibits an understanding & acceptance of diversity Is respectful during interactions with school students, educational personnel & families Works collaboratively with others (colleagues, supervisors, cooperating teachers) Treats individuals equitably</p>
EXHIBITS ATTRIBUTES SUITABLE TO THE PROFESSION	<p><u>Meets professional expectations through appropriate dress, punctuality, language, and interpersonal skills.</u></p> <p><u>Demonstrates the value of preparation through the planning of meaningful lessons/units.</u></p> <p><u>Demonstrates a belief in classroom learning communities in which collaborative decision-making, inquiry, and individual responsibility to the group are valued.</u></p> <p>Presents information in a positive manner Demonstrates enjoyment in the content of the discipline Is flexible Demonstrates enjoyment of the profession of educator Is confident Displays positive relationships with children Cares for the profession Cares for the students' well being Is responsible Is energetic Demonstrates dedication Is personable Maintains professional appearance</p>

DISPLAYS RESPONSIBLE & ETHICAL BEHAVIOR	<u>Knows and adheres to Pennsylvania Professional Code of Ethics, copyright and privacy laws.</u> Adheres to Professional Codes of Ethics of Pennsylvania, MU, and specific Professional Organization(s) of the program Is honest Demonstrates ethical behaviors
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*Underlined items represent items used in the Millersville Student Teaching Evaluation Instrument

4=EXEMPLARY (Candidate consistently and effectively displays appropriate dispositions as defined by the program at a level expected of practicing professional educators)

3=PROFICIENT (Candidate consistently and effectively displays appropriate dispositions as defined by the program)

2=PARTIALLY PROFICIENT (Candidate displays acceptable dispositions as defined by the program in an inconsistent fashion OR is developing the dispositions in a positive fashion. More attention and focus is required of this Candidate)

1=DOES NOT MEET PROFICIENCY (Candidate has not displayed acceptable dispositions OR has not demonstrated an adequate level of professional behaviors as defined by the program OR has displayed behaviors counter to those accepted as professional dispositions)