**Proposed Procedures for Dispositional Contracts,**

**Evaluations, and Deficiencies**

**Admission**

Upon acceptance to an initial teacher licensure program at WCU, each student will sign a contract that explicitly states the teacher candidate dispositions policy. He/she will be notified that they will be held accountable to these expected dispositions while enrolled in any initial licensure program at WCU. Even as we are holding the students accountable to these dispositions, we will also integrate these into our teaching across the time a student spends enrolled in a program. While there is a minimum level of expectations in terms of dispositions, we will strive to enhance a students’ knowledge of these dispositions and acquired, related behaviors. This growth model is reflected in our evaluation rubric.

At this same time, each student will complete the M5-120 Personality Inventory to provide the college with data on their innate traits. They will also complete the Educators Beliefs about Diversity Survey at this time.

**Assessment**

Students will be assessed on the dispositions at three points during their time in a program. The initial assessment will occur during EDCI 201, or equivalent introductory course. The second assessment will occur during a content/methods course within the junior year. The final assessment will take place during the senior year within internship, or an equivalent course. Instructors of designated courses will be notified to complete the assessments on each student. These assessments will be electronic and kept in the students’ electronic file. [The possibility of using TaskStream or another electronic management system is being explored. More details will be added to this assessment process as information becomes available.]

**Deficiency**

At any point, a student may be found deficient in upholding one (or more) of the college dispositions, which will lead to the completion of a dispositional deficiency form. A professor, administrator, or cooperating teacher working with the student can identify a deficiency. Several deficiencies may emerge that need to be addressed within one deficiency form.

Three levels of deficiencies are presented below. Program directors work in conjunction with faculty, administrators, and other school personnel to decide when to move a student up to another level of deficiency. For example, if a student has several “minor” deficiencies in one semester, the program director may decide that these remain at a level one. On the other hand, there may be situations where a behavior (or set of behaviors) is extreme and needs to move to a level 2. This would result in an immediate action plan.

**Proposed Procedures for Dispositional Contracts,**

**Evaluations, and Deficiencies**

**Level 1**

The faculty member or administrator talks with the student about the issue and then completes a deficiency form, identifying the area(s) of deficiency. In the case of a cooperating teacher, he/she works in conjunction with the university supervisor or designated faculty member to complete the form. The student is required to attend a conference (either via telephone, web-conferencing software, or face-to-face) with involved faculty/teachers/administrators. At this point, the student will be presented with the completed form. The student will sign the deficiency form, acknowledging understanding, but not necessarily agreement with the deficiency(ies). Each participant in the conference will also sign the form. Within three days of the conference, the deficiency form will be documented in a confidential electronic file. The program director will be notified of the process.

**Level 2**

The steps in Level 1 are repeated, however the program director will now attend the meeting. The program director has the discretion to invite faculty, administrators, or cooperating teachers involved in current or prior dispositional instances. During this meeting, an action plan will be developed, along with a timeline for completion. This action plan will focus on improving the specific dispositions in question. The student will sign the action plan to show agreement. Notes from this meeting along with the action plan will be kept in the students’ electronic file, kept by a lead faculty member or program director, along with the deficiency form for this particular instance. If a student fails to complete the action plan successfully, he/she is at risk for moving to Level 3 (see below).

**Level 3**

At this point, the student has a conference with the program director, department head, and the director of teacher education. Any involved faculty or cooperating teachers may also be present at this meeting, at the discretion of the required members of the meeting. The files containing the dispositional information from the prior three levels will be discussed, along with the student’s overall progress. At this meeting, the student will be provided with information that he/she may be removed from the program. The student will be given time to make a case for why he/she should remain in the program. The student will have 10 days to respond, in writing, to any request for removal. The student’s written response will be reviewed by the department head and dean (or designee). A final recommendation will be made in writing to the student. All notes from this meeting and corresponding letters will be kept in a confidential file.