



Professional Dispositions Plan

for Professional Education Programs at UNC Charlotte

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Approved by the Faculty of the College of Education
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Conceptual Framework 2018; Updated May 2023



Professional Dispositions For Professional Education Programs at UNC Charlotte

The vision of the Cato College of Education is to be a leader in educational equity through excellence and engagement by a mission of preparing highly effective and ethical professionals who have a positive impact on children, youth, families, communities, and schools and who are successful in urban and other diverse settings. To succeed in this mission, UNC Charlotte professional education programs are designed to prepare candidates who accept professional responsibilities, exhibit sound dispositions, focus on learners and learning, and demonstrate effective pedagogy. Professional education programs at UNC Charlotte include preparation programs for teachers, administrators, counselors, and child and family development professionals at undergraduate, graduate, and doctoral levels. While known as the urban research institution, UNC Charlotte is situated in an expanding community that includes urban, suburban and rural areas. (Cato College of Education Conceptual Framework, 2017). Professional dispositions and behaviors that exhibit this commitment include:

Impact

- Demonstrate the belief that all individuals can succeed
- Provide encouraging feedback to all individuals
- Respect and respond to individual needs
- Provide equitable learning and development opportunities for all
- Promote positive outcomes based on assessment results

Professional Identity and Continuous Growth

- Maintain positive attitudes in academic and professional settings
- Demonstrate professional appearance
- Act on constructive feedback from others
- Conduct self-assessments through reflection to overcome limitations and enhance strengths
- Demonstrate self-initiated learning
- Communicate effectively and appropriately
- Show punctuality in meeting academic and professional obligations

Leadership

- Create opportunities for the mutual benefit of all involved
- Promote positive change through personal interactions, organizations, communities, and the profession
- Initiate, suggest, and contribute in appropriate ways
- Maintain knowledge of and disseminate information about current research and best practices

Advocacy

- Support and empower individuals from diverse backgrounds
- Include families and other stakeholders in planning for individual success
- Advocate for the social, emotional, physical, educational, behavioral, and basic needs of others
- Demonstrate empathy, professional self-confidence, fairness, persistence, problem-solving, and appropriate risk-taking on behalf of others

Collaboration

- Respond respectfully to individual perspectives and differences of others
- Engage in culturally responsive practices in interactions with learners, families, communities, and colleagues
- Share information and ideas with others
- Cooperate with university, school, and community personnel
- Collaborate to resolve differences and solve problems respectfully and reflectively

Ethics

- Demonstrate honesty, integrity, fairness, respect for others and confidentiality
- Comply with laws, policies, and procedures
- Accept responsibility for personal actions and behaviors
- Follow professional codes of ethics and the UNC Charlotte Code of Academic Integrity and Student Responsibility
- Disclose any unlawful activity upon application to and throughout the program
- Pass criminal background checks and drug screening, as required
- Create and maintain appropriate interpersonal relationships in all settings



Procedures for Teaching/Informing/Coaching/Remediating/Assessing Professional Dispositions In Professional Education Programs

The vision of the Cato College of Education is to be a leader in educational equity through excellence and engagement by a mission of preparing highly effective and ethical professionals who have a positive impact on children, youth, families, communities, and schools and who are successful in urban and other diverse settings. To succeed in this mission, UNC Charlotte professional education programs are designed to prepare candidates who accept professional responsibilities, exhibit sound dispositions, focus on learners and learning, and demonstrate effective pedagogy. Professional education programs at UNC Charlotte include preparation programs for teachers, administrators, counselors, and child and family development professionals at undergraduate, graduate, and doctoral levels. While known as the urban research institution, UNC Charlotte is situated in an expanding community that includes urban, suburban and rural areas. (Cato College of Education Conceptual Framework, 2017).

The professional dispositions and behaviors that exhibit this commitment include:

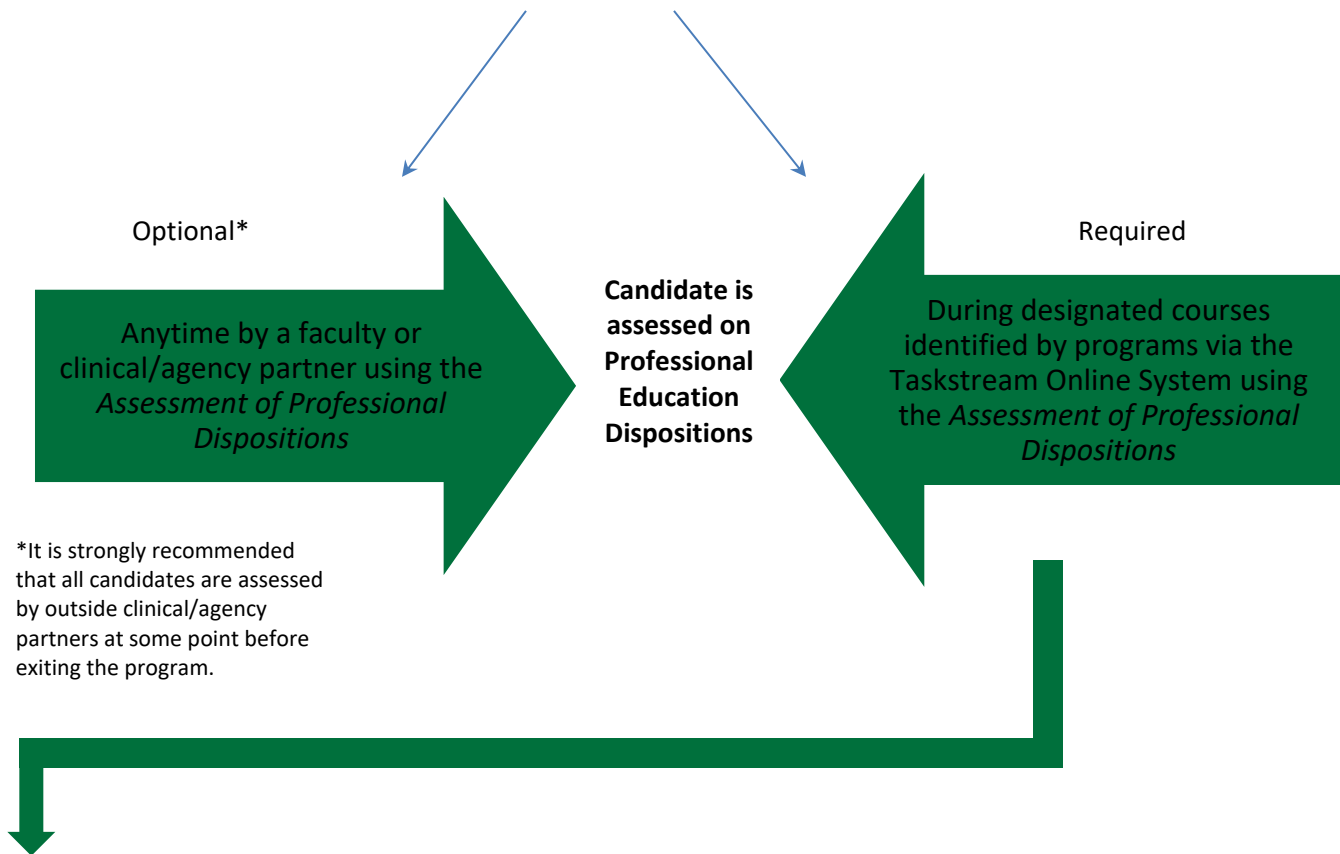
1. Impact
2. Professional Identity and Continuous Growth
3. Leadership
4. Advocacy
5. Collaboration
6. Ethics

Entry, Midpoint, and Completion Assessment Overview

ENTRY Instruction and Assessment	MIDPOINT Instruction and Assessment	Program COMPLETION Assessment
Undergraduate and Graduate Certificate Programs for Initial Teacher Candidates		
<ul style="list-style-type: none"> ● Professional dispositions introduced and taught in prerequisite course ● Candidates complete the Commitment Statement ● Candidates complete self-assessment ● Faculty initiated plan of action (as needed) 	<ul style="list-style-type: none"> ● Review of professional dispositions ● Candidates reaffirm the Commitment Statement ● Faculty assessment of candidate dispositions ● Classroom teacher assessment of candidate dispositions ● Faculty initiated plan of action (as needed) 	<ul style="list-style-type: none"> ● Candidate demonstration of professional dispositions during student teaching ● Faculty assessment of candidate dispositions ● Cooperation teacher assessment of candidate dispositions ● Faculty initiated plan of action (as needed) ● Review of all disposition data
Advanced Programs for Teacher Candidates and Other School Personnel		
<ul style="list-style-type: none"> ● Professional dispositions introduced during application process and/or early coursework ● Candidates complete self-assessment ● Faculty initiated plan of action (as needed) 	<ul style="list-style-type: none"> ● Review of professional dispositions ● Faculty assessment of candidate dispositions ● School or agency partner assessment of candidate dispositions ● Faculty initiated plan of action (as needed) ● 	<ul style="list-style-type: none"> ● Candidate demonstration of professional dispositions in professional setting ● Faculty assessment of candidate dispositions ● School or agency partner assessment of candidate dispositions ● Faculty initiated plan of action (as needed)
In addition, any faculty member and /or school partners may assess, coach, and remediate candidate professional dispositions at any point in the program.		

Procedures – When and How Are Candidate Dispositions Assessed?

Candidates are assessed on dispositions in **one of two ways**:



1. Dispositions for candidates will be assessed at three points, referred to as "dispositional decision points," within programs using the *Assessment of Professional Dispositions* document. The three dispositional decision points will include: a) a program-designated course that candidates take early in the program ("entry point"), b) a program-designated course that occurs prior to admission to student teaching or about when a candidate has typically completed approximately half of the program courses ("midpoint"), and c) during the final semester ("exit point").

- A. Entry Point: Candidates will be introduced to professional dispositions, as well as the procedures for assessment of dispositions, within the entry point course. For undergraduates, this course will be the program-specific prerequisite course for admission to Teacher Education. Candidates will be provided information for accessing the Professional Dispositions Plan for Professional Education Programs at UNC Charlotte (available on the Cato College of Education website).

During the entry point course, candidates will complete the first of two dispositions self-assessments using the *Assessment of Professional Dispositions* and indicate their commitment to displaying professional dispositions. Candidates will use the Taskstream Online System for this purpose (Help Sheets for this task are available on the College of Education Dispositions Website). Instructors will assess candidates ONLY on their timely completion of these assignments at the entry point.

- B. Midpoint: Programs will designate one program course as a second dispositional decision point. For initial teacher licensure candidates, this course occurs prior to candidate admission to student teaching/graduate internship. Professional dispositions and procedures will be reviewed in the course. Candidates will complete the second of two dispositions self-assessments using the *Assessment of Professional Dispositions*

and reaffirm their commitment to professional dispositions. Candidates will use the Taskstream Online System for this purpose (Help Sheets for this task are available on the College of Education Dispositions Website). **The course instructor will assess professional dispositions for each candidate using the Assessment of Professional Dispositions document rubric and record these ratings in Taskstream at the midpoint.**

For all candidates, classroom teachers will be asked to assess candidate dispositions during clinical experiences throughout the program, including the first semester of the yearlong internship. Programs may ask P-12 partners to assess candidate dispositions during another designated intensive clinical experience. The Assessment of Professional Dispositions document may be used for this purpose. These ratings will be recorded within Taskstream, if possible.

- C. **Exit: Final dispositions assessments will be recorded on each candidate during a course taught at the end of the program, preferably the capstone course.** For initial licensure teaching candidates, the faculty site coordinator and the clinical educator or principal will assess candidate dispositions during student teaching/graduate internship using the Assessment of Professional Dispositions document and record these ratings within Taskstream.

Anytime: Faculty and school/agency partners may assess, coach, and remediate candidate professional dispositions at any point in the program.

School/agency partner participation: School/agency partner input regarding candidate dispositions is invaluable, and that input is welcomed by the Cato College of Education. School/agency partners who have concerns regarding candidate dispositions are asked to complete the Assessment of Professional Dispositions document on the candidate in question **by engaging in these processes with the assistance of university faculty member** (the candidate's course instructor or faculty from the Office of School and Community Partnerships would be obvious choices to facilitate this).

2. Additional means of assessing professional dispositions unique to individual program may be developed and delivered in conjunction with the Assessment of Professional Dispositions document. Documentation of such assessments, as well as the processes for teaching and assessing the program-specific dispositions, must on file in the department and with the College Dispositions Coordinator on behalf of the Office of the Associate Dean of the Cato College of Education.

Procedures – What happens when a rating of “Needs Improvement” is noted on a candidate’s assessment?

In keeping with the values articulated in the Cato College of Education Conceptual Framework, dispositions expectations for education candidates at UNC Charlotte are a central tenet of our programs. The vast majority of our candidates emerge as highly effective and ethical graduates who demonstrate equity, excellence, and engagement by having a positive impact on children, youth, families, communities, and schools. However, occasionally there is a need to remediate candidates on the dispositions requirements of the profession. These procedures outline the process for tracking candidate dispositions within the College of Education.

Candidates may receive a rating of “Needs Improvement” in one of two ways:

1. **From a program-midpoint course assessment as recorded in Taskstream**
When a candidate receives a rating of "Needs Improvement" in any area on a program-midpoint dispositional course assessment (as indicated on the Taskstream-generated report), the candidate will receive an email from the College Dispositions Coordinator stating that this has occurred, and that at least one rating of “needs improvement” has been recorded for the candidate. Dispositions program-midpoint results may be reviewed by course instructor, the College Dispositions Coordinator, department chairs, program coordinators, or faculty from the Dean’s office.

If the nature of the “needs improvement” area for the candidate is such that further intervention is warranted, any of these faculty may request a conference with the candidate to directly discuss the issue OR initiate a Professional Disposition Plan of Action OR both. If a conference is called or a Plan of Action is initiated, the department dispositions faculty coordinator and the College Dispositions Coordinator should be provided a copy of all documentation. It is expected that course instructors will be diligent in coaching, informing, and remediating candidates on Professional Education Dispositions. **The primary focus of all candidate interventions should be coaching for improvement.**

2. From a faculty member OR school/agency partner **outside** of a midpoint-course Taskstream assessment: When a candidate receives a rating of "Needs Improvement" in any area from an assessment by a faculty member or a school agency / partner outside of a designated Taskstream dispositions course, the faculty member will conference with the candidate to discuss the concern and provide guidance for improvement. **The primary focus of all candidate interventions should be coaching for improvement.** The faculty member or the candidate may request assistance from the department chair, department faculty coordinator for dispositions, advisor, or other faculty member in conferencing with the candidate. **The conference and any outcomes should be documented on the *Assessment of Professional Dispositions*.**

If a school/agency partner has submitted this rating to a faculty member, that school/agency partner may be asked to provide additional details to allow all parties to fully understand the articulated concern. Candidates will receive a copy of all completed disposition assessment forms. A copy of all documentation should be shared with the department dispositions faculty coordinator and the College Dispositions Coordinator.

In the event that a negative rating is given by school or agency personnel during a candidate's early clinical experiences, a faculty member from the Office of School and Community Partnerships (OSCP) may initiate a conference with the student in consultation with the departmental faculty or the advisor or both. The OSCP faculty member will provide the department faculty with a copy of all documentation regarding the dispositions concern. A copy of all documentation will also be shared with the College Dispositions Coordinator.

Formulating a Professional Dispositions Plan of Action

In many cases, making the candidate aware of the dispositional concern may be all the remediation needed to correct the behavior. In other, more serious cases, the dispositional remediation process may include additional activities/strategies as are appropriate to the situation. In such cases, a Dispositions Plan of Action should be developed and used.

The faculty member should use the Professional Disposition Plan of Action to outline any long-term strategies or activities that may be required of the candidate in addressing the disposition concern. **This includes any dispositions issue that is ongoing in nature and does not appear to be resolved with a single conference with the candidate.** The Professional Dispositions Plan of Action will include the candidate's expected behavioral changes and responsibilities and outline any additional supports to be provided by the faculty. The Professional Disposition Plan of Action may require the faculty member to periodically follow-up with the candidate until the remediation process is complete. All parties will sign to indicate understanding of and adherence to the coaching and remediation activities indicated in the plan. Candidates will receive a copy of all completed Professional Disposition Plan of Action forms. The faculty member will provide the College Dispositions Coordinator with a copy of all documentation regarding the dispositions concern. **Forms for the Professional Dispositions Plan of Action are available on the COED website.** The faculty member or the candidate may request assistance from the department chair, advisor, or other faculty member in formulating the Plan of Action and/or meeting with the candidate.

Procedures – What Happens If Multiple Dispositions Assessments Indicate Ongoing Problems for a Candidate?

First Review – Department Level

Periodically, the College Dispositions Coordinator will review the dispositional tracking database to monitor candidate dispositional incidents. In addition, department chairs, advisors, or faculty from the Dean's Office may also review dispositional incidents at any time. If two¹ or more negative assessment incidents are recorded for a candidate, the College Dispositions Coordinator will work with the department chair to convene the department dispositions committee to review the situation. (Note: For candidates in early program courses who have not yet been officially admitted to their program of study, dispositions incidents will be reviewed by department faculty or advisors prior to admission). The department dispositions committee may, at the discretion of the department chair, be appointed or elected. The department committee membership may alter as is appropriate to the dispositions situation. **It is expected that the faculty member/s involved in reporting and documenting the original dispositional concerns would not be part of the department dispositions review.** The total number of members on the committee should be an uneven number. The College Dispositions Coordinator will serve as an *ex officio* member of the review and provide information to the department committee as needed.

The purpose of the department review committee is to ascertain the seriousness of the dispositional infractions and make decisions regarding the candidate's status in the program. **The primary objective of any intervention is coaching candidates for improvement; however, occasionally some dispositions concerns may warrant a more serious remedy.** Notice of the departmental review will be provided to the candidate, and the candidate will be provided an opportunity to speak on their own behalf (the candidate may choose not to do so). The departmental dispositions committee has three options for action:

1. Allow the candidate to progress in the program without conditions;
2. Allow the candidate to progress in the program with conditions (this may include a new or more intensive remediation plan for the candidate to complete before moving forward in the program); or
3. Recommend to the dean that the candidate be denied advancement in the program.

If Options 1 or 2 are selected by the department review committee, oversight of the candidate's dispositions progress will remain at the department level. The College Dispositions Coordinator will continue to assist the department coordinator and faculty with monitoring to keep the department committee aware of the candidate's dispositions status. Further negative dispositions reports may result in a re-convening of the departmental committee. The department chair will send written notification of the departmental decision to the candidate, outlining any additional steps for action on the part of the candidate as appropriate. A copy of this letter will be maintained by the College Dispositions Coordinator.

If Option 3 is selected by the department review committee, the recommendation for denial of advancement is referred to the Associate Dean (see below). The department chair and the College Dispositions Coordinator will jointly send written notification of the departmental decision to the candidate, and include information regarding the candidate's right of appeal of the decision. A copy of this letter will be maintained by the College Dispositions Coordinator. The College Dispositions Coordinator will also send notice of this decision to the Dean of Students.

Second Review – College Level - Candidate's Right of Appeal

A candidate denied progression in the program or recommended for removal from the program **may** file an appeal with College Dispositions Appeals Board via the College of Education Dean's Office². The College Dispositions Appeals Board will consist of faculty appointees from each academic department (or their designee as determined by the department

¹ In special circumstances, dispositions infractions deemed serious, egregious may result in convening of the departmental review before two assessments are recorded.

² Candidate who opt not to pursue the appeal process should understand that in these cases, the departmental review decision will become the final decision.

chair), the director of the Office of Teacher Education Advising & Licensure (TEAL) (or designee), and the Assistant Dean of the Office of School and Community Partnerships (or designee). The College Dispositions Coordinator will serve as an *ex officio* member of the board.

The candidate's written request to appeal the department dispositions decision must be received by the College Disposition Coordinator within 10 business days from the date of the written notification to the candidate of the departmental decision. **Forms for the appeal are available on the College of Education website.** The right of appeal lies solely with the candidate.

Upon receipt of any written appeal, the Associate Dean shall convene the College Dispositions Appeals Board within 15 business days. The candidate will be informed in writing as to when and where the Appeals Board will convene. The Appeals Board will review all documentation related to the dispositions history of the candidate. The candidate will be provided an opportunity to speak on their own behalf. The Appeals Board may opt to interview any stakeholders, including but not limited to faculty member(s) who assessed the candidate's progress as "Needs Improvement."

The college dispositions appeals board has three options for action:

1. Allow the candidate to progress in the program without conditions;
2. Allow the candidate to progress in the program with conditions (this may include a new or more intensive remediation plan for the candidate to complete before moving forward in the program); or
3. Uphold the departmental recommendation to the dean that the candidate be denied advancement in the program.

If Options 1 or 2 are selected by the College Dispositions Appeals Board, oversight of the candidate's dispositions progress will be referred back to the departmental level. The College Dispositions Coordinator will continue to assist the department faculty chair with monitoring to keep the department committee aware of the candidate's dispositions status. Further negative dispositional reports may result in a re-convening of the departmental committee, and a subsequent re-convening of the College Dispositions Appeal Board. The Associate Dean will send written notification of the College Dispositions Appeal Board decision to the candidate, outlining any additional steps for action on the part of the candidate as appropriate. A copy of this letter will be kept on file by the College Dispositions Coordinator.

If Option 3 is selected by the College Dispositions Appeal Board, the recommendation for denial of advancement is referred to the designated Associate Dean. The Associate Dean will review all the documentation available and make a final decision regarding the candidate's status in the program within 10 business days.

If the recommendation for termination in the program is upheld:

- For undergraduate students, the Associate Dean will send written notification of the decision to the candidate. A copy of this letter will be added to the candidate's dispositions file. The College Dispositions Coordinator will also send notice of this decision to the Dean of Students.
- For all graduate students, the Associate Dean in the College of Education will send written notification recommending termination to the Dean of the Graduate School. The College Dispositions Coordinator will also send notice of this decision to the Dean of Students. The Dean of the Graduate School will render a final decision.

Who Monitors the Candidates' Disposition Assessments?

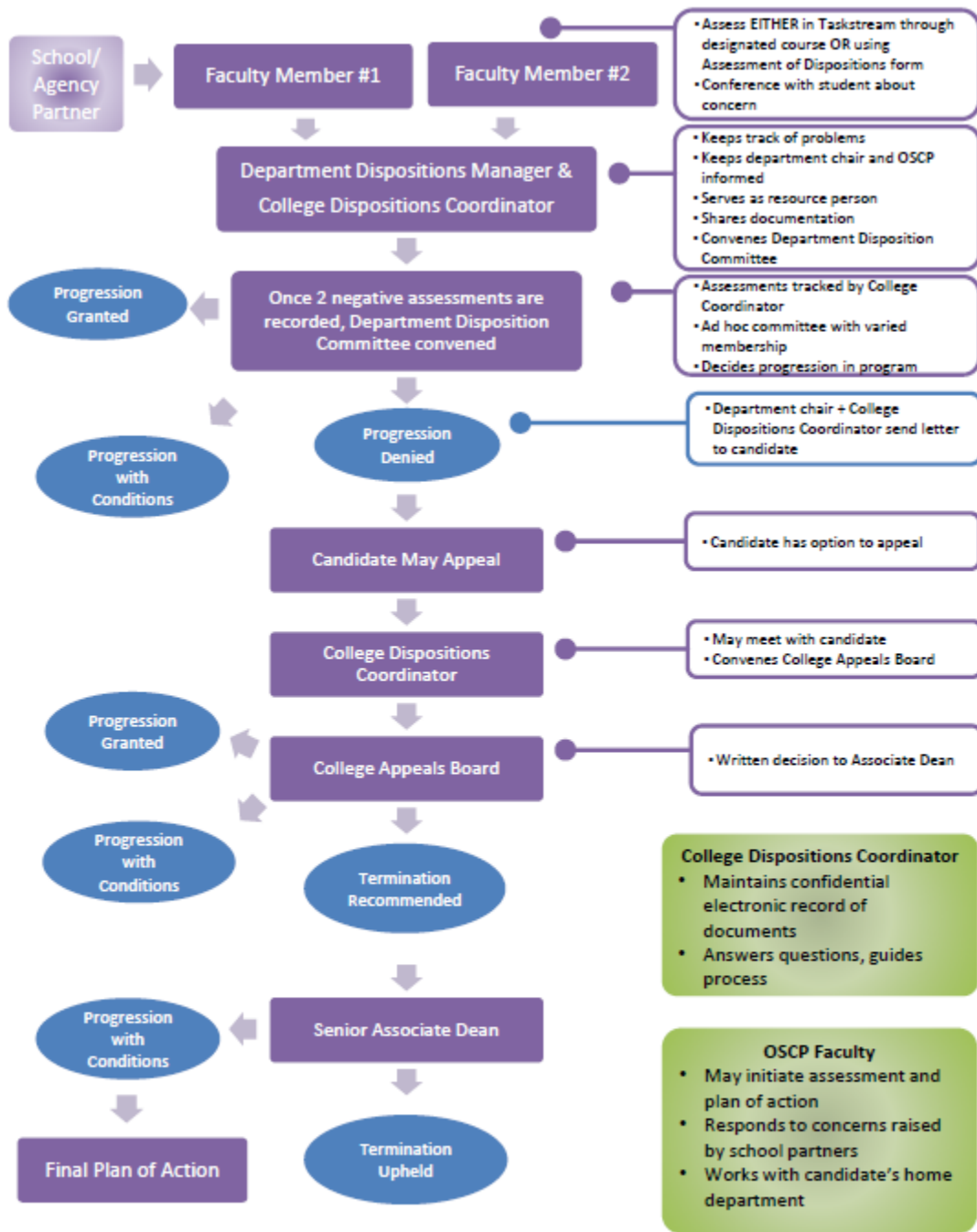
Monitoring of candidate dispositions is a crucial step in maintaining both the integrity of the dispositions process and the best interests of our candidates. Department chairs will designate faculty members to assist in this process.

College Dispositions Coordinator: The Dean's Office will designate a College Dispositions Coordinator who will ensure all dispositions incidences are logged in a local database and documentations maintained in order to monitor candidate dispositional progress and follow-up with faculty when necessary. The College Dispositions Coordinator will be

supervised by the Associate Dean in the College of Education, who will maintain oversight of all candidate disposition matters and will convene the College Dispositions Appeals Board when appropriate. The College Dispositions Coordinator will work with faculty coordinators and department chairs to communicate and meet with candidates as needed.

The current College Dispositions Coordinator is Dr. Brad Smith, Director of Assessment and Accreditation for the Cato College of Education. He can be reached at bradleysmith@charlotte.edu.

PROFESSIONAL DISPOSITIONS REVIEW PROCESS FLOWCHART



Updated October 2018



Candidate Statement of Commitment to Professional Dispositions

The Cato College of Education, in collaboration with the Colleges of Liberal Arts and Sciences and Arts and Architecture, is responsible for preparing candidates who have the required knowledge, skills, and *professional dispositions* to become effective educators. Therefore, your chosen program of study will prepare you to develop and model the knowledge, skills, and *dispositions* expected of excellent professionals. Faculty and/or school personnel will evaluate your demonstration of these *professional dispositions* and provide you with feedback about your progress. Professional Dispositions include the attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. They include the ideal of *fairness* and the belief that all students can learn. The Code of Ethics for North Carolina Educators, the UNC Charlotte Code of Academic Integrity, and the College of Education’s Conceptual Framework more specifically articulate characteristics expected for all education professionals.

Impact

- Demonstrate the belief that all individuals can succeed
- Provide encouraging feedback to all individuals
- Respect and respond to individual needs
- Provide equitable learning and development opportunities for all
- Promote positive outcomes based on assessment results

Professional Identity and Continuous Growth

- Maintain positive attitudes in academic and professional settings
- Demonstrate professional appearance
- Act on constructive feedback from others
- Conduct self-assessments through reflection to overcome limitations and enhance strengths
- Demonstrate self-initiated learning
- Communicate effectively and appropriately
- Show punctuality in meeting academic and professional obligations

Leadership

- Create opportunities for the mutual benefit of all involved
- Promote positive change through personal interactions, organizations, communities, and the profession
- Initiate, suggest, and contribute in appropriate ways
- Maintain knowledge of and disseminate information about current research and best practices

Advocacy

- Support and empower individuals from diverse backgrounds
- Include families and other stakeholders in planning for individual success
- Advocate for the social, emotional, physical, educational, behavioral, and basic needs of others
- Demonstrate empathy, professional self-confidence, fairness, persistence, problem-solving, and appropriate risk-taking on behalf of others

Collaboration

- Respond respectfully to individual perspectives and differences of others
- Engage in culturally responsive practices in interactions with learners, families, communities, and colleagues
- Share information and ideas with others
- Cooperate with university, school, and community personnel
- Collaborate to resolve differences and solve problems respectfully and reflectively

Ethics

- Demonstrate honesty, integrity, fairness, respect for others and confidentiality
- Comply with laws, policies, and procedures
- Accept responsibility for personal actions and behaviors
- Follow professional codes of ethics and the UNC Charlotte Code of Academic Integrity and Student Responsibility
- Disclose any unlawful activity upon application to and throughout the program
- Pass criminal background checks and drug screening, as required
- Create and maintain appropriate interpersonal relationships in all settings

I have read the professional dispositions and indicators above. I agree and understand that developing and modeling professional dispositions is important to being an effective, professional educator. I am committed to both growth and excellence in demonstrating these professional dispositions. I understand that progress in my professional education program depends upon successful demonstration of these professional dispositions. Student Signature of Commitment and Agreement _____ Date _____

Students will note their agreement with and commitment to the dispositions via Taskstream when completing their two self-assessments during the entry and midpoint courses designated by their programs.

Assessment of Professional Education Dispositions (APD)

Candidate _____ SID _____ Program _____ Course _____ Evaluator _____
 Date of Assessment _____

It is the responsibility of the Professional Education Programs at UNC Charlotte to prepare knowledgeable, effective, and committed professionals who further uplift the profession as a whole. Developing appropriate candidate dispositions is an integral part of that work. The purpose of this form is to provide meaningful and actionable feedback to candidates regarding their professional education dispositions. This feedback is intended to enhance the candidate’s growth as a professional and is in keeping with the conceptual framework and mission of the College of Education.

- To the Evaluator: This form is to be used by any faculty member or P-12 school partner at any time during a candidate’s program of study. **Please circle or highlight one number for each disposition using the descriptors listed below the disposition as the basis for your rating.** Add comments in the space provided and/or provide additional documentation as necessary.
- The faculty member who initiates the assessment should schedule a conference with the student to discuss and document the concern (see Part 2/p. 8 below).

The candidate demonstrates:	Evaluator Rating	Not Observed	Needs Improvement	Meets Expectations	Exceeds Expectations
I. Impact		0	1	2	3
1. Demonstrate the belief that all individuals can succeed. (InTASC 2.l) (Danielson 2.b) (Marzano 1, 39)	0 1 2 3	There was no opportunity in this setting to observe/evaluate this indicator.	Does not set and convey high standards for all students (or, if in a leadership role, for colleagues); does not persist in helping all learners achieve success. Displays inequitable treatment of learners/colleagues.	Sets and conveys high standards for all students and/or colleagues as appropriate, and persists in helping those students/colleagues achieve success	Consistently sets and conveys high standards for all students and colleagues as appropriate, and persists in helping those students/colleagues achieve success.
2. Respect and respond to individual needs. (InTASC 2.m) (Danielson 2.a) (Marzano 36)	0 1 2 3		Behaves in a manner that is biased, discriminatory, intolerant, or close-minded. Resists working with some groups or individuals, makes derogatory remarks (publicly or privately), or rejects views based on factors such as gender, sexual orientation, exceptionalities, race, culture, religion, or socioeconomic background. These behaviors surface in written work and other expressions.	Consistently models respect for all people. Written work and other expressions reflect understanding of diversity (race, sexual orientation, gender, culture, exceptionalities, religion, socioeconomic status).	Consistently models respect for all people. Written work and other expressions reflect a commitment to diversity (race, gender, sexual orientation, culture, exceptionalities, religion, socioeconomic status). Seeks forums or leads efforts to advocate for equity and consideration of diverse perspectives through appropriate means.
3. Provide equitable learning and development opportunities for all. (InTASC 3.n) (Danielson 1.e)	0 1 2 3	There was no opportunity in this setting to observe/evaluate this indicator.	Displays inequitable treatment of learners; fails to provide extra assistance or alternative learning experiences when needed. Gives preferential treatment to some individuals, or neglects others.	Displays equitable treatment of learners; provides appropriate experiences for all individuals in their care.	Displays equitable treatment of learners; interacts in ways that support individual differences and diverse student experiences. Provides appropriate experiences for all individuals in their care. Works to influence others’ provision of services for those beyond those in their

					immediate setting.
4. Promote positive outcomes based on assessment results. (InTASC 6.r. t. v.) (Danielson 1.f, 3.d)	0 1 2 3	There was no opportunity in this setting to observe/evaluate this indicator.	Does not consistently track student progress, or may fail to use assessment results to target student learning needs.	Consistently tracks student progress as part of the lesson plan design; uses formative and summative assessments in instructional designs; documents using assessment results to guide planning and instructional design for whole groups.	Consistently tracks student progress as part of lesson plan design; uses multiple sources of formative and summative assessment results in instructional designs; uses assessment results to design individual strategies for student success as well as whole-group learning.

Overall rating – IMPACT (Note all items must be rated at Level 2 for a rating of Meets Expectations): check one:
 _____ Needs Improvement _____ Meets Expectations _____ Exceeds Expectations

Comment:

The candidate demonstrates:	Evaluator Rating	Not Observed	Needs Improvement	Meets Expectations	Exceeds Expectations
II. Professional Identity and Continuous Growth		0	1	2	3
1. Maintain positive attitudes in academic and professional settings. (InTASC 9.o) (Marzano 55, 56)	0 1 2 3		Interactions with peers, colleagues, or authority figures are at times negative, demeaning, biased, sarcastic, combative, disrespectful, or inappropriate; words or actions are insulting and show contempt for others.	Interactions with peers, colleagues, or authority figures are appropriate, respectful, responsive, and positive; words and actions are professional in nature.	Interactions with peers, colleagues, or authority figures are appropriate, positive, and respectful of differing opinions; listens to and shows authentic interest in the ideas and opinions of others.
2. Demonstrate professional appearance. (InTASC 9.o)	0 1 2 3		Appearance, attire and/or cleanliness are often inappropriate and do not meet district expectations.	Appearance, attire, and cleanliness are appropriate and meet district expectations.	Is a role model of professionalism through personal appearance, attire, and cleanliness; meets or exceeds district expectations.
3. Act on constructive feedback from others. (InTASC 10.t)	0 1 2 3	There was no opportunity in this setting to observe/evaluate this indicator.	Is not receptive to constructive comments and/or shows no signs of implementing recommended change.	Is receptive to constructive comments and implements changes.	Is receptive to constructive comments, implements changes, and actively seeks feedback from others.
4. Conduct self-assessments through reflection to overcome limitations and enhance strengths. (InTASC 9.l.m.n, 10.t) (Danielson 4.a)	0 1 2 3	There was no opportunity in this setting to observe/evaluate this indicator.	Shows no evidence of reflecting upon or revise ongoing professional practices, nor acknowledging limitations or strengths.	Shows evidence of reflection upon limitations and strengths to revise ongoing professional practices through personal interactions and/or through work products.	Shows evidence of reflection upon limitations and strength to revise ongoing professional practices through personal interactions and work products, and applies revised practices in the professional setting to create an ongoing and sustained continuous improvement cycle.

(Marzano 50-54)						
5. Demonstrate self-initiated learning. (InTASC 4.o) (Danielson 4e) (Marzano 57)	0 1 2 3		There was no opportunity in this setting to observe/evaluate this indicator.	Does not seek out or participate in educational opportunities that encourage further professional growth unless specifically directed to do so.	Seeks out and participates in educational opportunities that encourage further professional growth; is receptive to learning about new initiatives and experiences.	Seeks out, participates, and positively contributes to educational opportunities that encourage further professional growth; is actively engaged in learning about new initiatives and experiences and sharing them with others to enhance professional growth.
6. Communicate effectively to ensure accurate and professional interactions. (InTASC 3.q) (Danielson 4.c) (Marzano 1)	0 1 2 3		Fails to communicate accurately; creates confusion or additional burdens on others; tone of communication is not professional or is informally inappropriate	Initiates accurate communications to avoid potential confusion; uses positive and professional tone in communications		Proactively and consistently initiates accurate communications to avoid potential confusion; follows up on communications to ensure all those involved are aware of future actions; uses positive and professional tone in communications.
7. Communicate appropriately by utilizing the established official hierarchy for interactions within the organization. (InTASC 3.q) (Danielson 4.c) (Marzano 1)	0 1 2 3		Enlists participation of inappropriate personnel to seek solutions on their behalf.	If unable to resolve problems independently, enlists the help of faculty or staff to identify the appropriate personnel to assist them; is aware of "chain of command" in working with others.		Seeks solutions independently and/or identifies the faculty or staff member who can assist; utilizes "chain of command" appropriately to communicate effectively.
8. Meets academic and professional obligations. (InTASC 9.o)	0 1 2 3		Is late for meetings OR may inconsistently meet deadlines over a defined period of time OR may be unprepared for class/professional tasks that s/he is responsible for.	Is generally on time for meetings and meets established deadlines; if work will be late, the candidate has proactively communicated ahead of time; preparation to complete class/professional tasks occurs in a timely fashion.		Is on time for meetings and meets or exceeds established deadlines by turning things in ahead of time. Regularly surpasses minimal criteria involved in any class/professional assignment; level of preparation is high.
Comment:						
Overall rating – PROFESSIONAL IDENTITY AND CONTINUOUS GROWTH (Note all items must be rated at Level 2 for a rating of Meets Expectations): check one: _____ Needs Improvement _____ Meets Expectations _____ Exceeds Expectations						
The candidate demonstrates:	Evaluator Rating	Not Observed	Needs Improvement	Meets Expectations	Exceeds Expectations	
III. Leadership		0	1	2	3	

<p>1. Create opportunities and positive change for the mutual benefit of all involved. (InTASC 3.n) (Danielson 4.e) (Marzano 58)</p>	<p>0 1 2 3</p>	<p>There was no opportunity in this setting to observe/evaluate this indicator.</p>	<p>Does not consistently interact with others (students, parents, colleagues, instructors) in ways that encourage active engagement. Uses destructive criticism, biases, derogatory remarks, threats, physical coercion, or other inappropriate language or behavior. Does not reasonably allow others to express ideas.</p>	<p>Consistently interacts with others (students, parents, colleagues, instructors) in ways that encourage active engagement, such as being courteous, demonstrating consistency and impartiality, and providing opportunities for others to express or demonstrate their needs and viewpoints.</p>	<p>Behaviors consistently communicate respect and understanding of the relationship between one's own actions and others (e.g. professionals, colleagues, parents, students). Encourages and supports participation and success for <i>all</i>. Advocates for the expression of diverse perspectives. Seeks forums and leads efforts to assist others in developing understanding and skills in being supportive of others (e.g., students, parents, colleagues, instructors).</p>
<p>2. Initiate, suggest, and contribute in appropriate ways. (InTASC 10.p.q. r. s) (Danielson 4.d) (Marzano 58, 60)</p>	<p>0 1 2 3</p>	<p>There was no opportunity in this setting to observe/evaluate this indicator.</p>	<p>Does not adequately plan and prepare to fulfill responsibilities. Reflects a belief that others should provide what is needed. Does not ask appropriate questions or take initiative to work toward achieving goals or solving dilemmas. Shows a lack of how to contribute appropriately and respectfully in the candidate role.</p>	<p>Takes initiative in seeking, obtaining, and organizing resources. Asks appropriate questions and takes action to achieve goals or solve dilemmas. Shows how to contribute appropriately and respectfully in the candidate role.</p>	<p>Takes initiative in seeking, obtaining, and organizing resources. Asks appropriate questions and takes action to achieve goals or solve dilemmas. Anticipates needs and assists others in obtaining or managing resources. Effectively seeks and obtains additional resources beyond those readily available. Provides leadership in solving dilemmas involving the procurement or distribution of resources. Consistently and proactively contributes appropriately and respectfully in the candidate role.</p>
<p>3. Maintain knowledge of and disseminate information about current research and best practices. (InTASC 9.n) (Danielson 4.e) (Marzano 54, 58)</p>	<p>0 1 2 3</p>	<p>There was no opportunity in this setting to observe/evaluate this indicator.</p>	<p>Lack of intellectual engagement with material or others (e.g., peers, instructors, students). Does not discuss or write in ways that demonstrate familiarity with required material (e.g., fails to ask appropriate questions or make thoughtful references to concepts of study).</p>	<p>Demonstrates intellectual engagement with material and others (e.g., peers, instructors, students). Discussion and writings demonstrate study of required material (e.g., appropriate questions and comments referencing concepts of study). Makes connections between concepts, experiences, and content. Demonstrates an understanding of best practice (e.g., engaging students in asking questions and collecting data).</p>	<p>Routinely analyzes, synthesizes and evaluates material, seeks further information, and engages others in intellectual discussion. Creates learning opportunities for self and others beyond the immediate realm of responsibility/expectation. Engages a variety of constituencies (e.g., parents, legislators, business community, and professional association colleagues) in consideration of issues based on theory-, research-, or data-based evidence.</p>

Comment:

Overall rating – LEADERSHIP (Note all items must be rated at Level 2 for a rating of Meets Expectations): check one:
 _____ Needs Improvement _____ Meets Expectations _____ Exceeds Expectations

<p>The candidate demonstrates:</p>	<p>Evaluator Rating</p>	<p>Not Observed</p>	<p>Needs Improvement</p>	<p>Meets Expectations</p>	<p>Exceeds Expectations</p>
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IV. Advocacy		0	1	2	3
1. Support and empower individuals from diverse backgrounds. (InTASC 2.m.n.o, 9.m, 10.q)	0 1 2 3	There was no opportunity in this setting to observe/evaluate this indicator.	Inequitably interacts and responds to diverse students; is unaware of opportunities to develop cross-cultural understandings; is nonresponsive to students' individual differences; misses opportunities to encourage cultural sensitivities and perspectives; neglects to acknowledge or is aware of personal biases or privilege, is unaware of culturally responsive pedagogical practices. Has no knowledge of the impact of structural or institutional oppression or methods of marginalization.	Is aware of the need to interact and respond to all diverse students equitably; attempts to respond to opportunities to develop cross-cultural understandings; recognizes individual differences; attempts to encourage cultural sensitivities and perspectives via acknowledging personal biases and privileges; is aware of culturally responsive pedagogical practice. Has some knowledge of the impact of structural or institutional oppression or methods of marginalization.	Is aware of the need to interact and respond to all diverse students equitably and demonstrates attempts to do so; looks for and responds to opportunities to enhance cross-cultural understandings; integrates students' individual differences into the classroom environment; encourages cultural sensitivity and perspectives via acknowledging personal biases and privileges; is aware of culturally responsive pedagogical practices and attempts to model them. Has full knowledge of the impact of structural or institutional oppression or methods of marginalization.
2. Include families and other stakeholders in planning for individual success. (InTASC 10.q)	0 1 2 3	There was no opportunity in this setting to observe/evaluate this indicator.	Candidate neglects to acknowledge modes of communication (written and verbal) that work best for families/caregivers to ensure effective communication for planning individual student success.	Candidate identifies modes of communication (written and verbal) that work best for families/caregivers and utilizes them to ensure effective communication for planning individual student success.	Candidate uses multiple modes of communication (written and verbal) that work best for families/caregivers to ensure effective communication for planning individual success. Alternative and proactive communication strategies are developed when traditional methods of communication prove unsuccessful.
3. Advocate for the social, emotional, physical, educational, behavioral, and basic needs of others. (InTASC 10.p)	0 1 2 3	There was no opportunity in this setting to observe/evaluate this indicator.	Perceives others as having deficits rather than assets and treats them as such; does not engage with others at all levels of abilities; easily frustrated when others don't understand; focuses on high achievers only.	Recognizes the assets and resources that all individuals bring with them; recognizes and engages individuals with all levels of abilities; tries to help/encourage those who need help; is patient and professional when interacting with others; seeks to help and advocate for others.	Recognizes the assets and resources that all individuals bring with them; actively seeks a variety of strategies to engage all individuals in the learning/teaching process; tries various means to help those who don't understand; encourages individuals at all levels; seeks strategies to be more effective as a classroom/school/organization leader.
Comment:					
Overall rating – ADVOCACY (Note all items must be rated at Level 2 for a rating of Meets Expectations): check one: <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Exceeds Expectations					
The candidate demonstrates:	Evaluator Rating	Not Observed	Needs Improvement	Meets Expectations	Exceeds Expectations

V. Collaboration		0	1	2	3
1. Engage in culturally responsive practices in interactions with learners, families, communities, and colleagues. (InTASC 4.o)	0 1 2 3	There was no opportunity in this setting to observe/evaluate this indicator.	Unaware of or rejects culturally responsive practices. Unaware or rejects the awareness of personal biases or prejudices. Sees others who are different from a deficit perspective. Denies the need for culturally responsive practices. Denies oppression / marginalization of racial/cultural groups exists to the degree where it interferes with the practices and interactions of learners, families, communities, colleagues, and instructors.	Aware of culturally responsive practices and sees the need for culturally responsive practices. Aware of personal biases or prejudices. Sees others who are different from a perspective of tolerance. Aware that oppression / marginalization of racial/cultural groups exists to the degree where it interferes with the practices and interactions of learners, families, communities, colleagues, and instructors.	Aware of and engages in culturally responsive practices. Aware of personal biases or prejudices and continues to investigate the impact of such. Sees others who are different from a perspective of strength. Engages in and acts on that oppression / marginalization of racial/cultural groups exists to the degree where it interferes with the practices and interactions of learners, families, communities, colleagues, and instructors.
2. Share information and ideas with others. (InTASC 3.q) (Marzano 58, 60)	0 1 2 3		Behavior does not reflect an understanding of self as a representative of a group, the profession, or responsible party in the greater society. Repeatedly waits for others to take the lead or hinders progress. Approaches ethical dilemmas from a personal or unitary perspective.	Engages in open dialogue and effective action to accomplish goals as part of a larger group. Behaves in ways that reflect an understanding of the relationship between their own actions and the advancement of the group, profession, or greater society. Considers perspectives from all stakeholders when solving ethical or other dilemmas.	Consistently engages in open dialogue and effective action to accomplish goals as part of a larger group. Behaves in ways that reflect an understanding of the relationship between own actions and the advancement of the profession and greater society. Considers perspectives from all stakeholders when solving professional ethical dilemmas. Leads positive professional or global/societal change through individual and collective activities.
3. Cooperate with university, school, and community personnel. (InTASC 3.n) (Marzano 55, 57, 58, 59, 60)	0 1 2 3		Communicates an inability or unwillingness to work with some students, parents or other school or university/community personnel	Works harmoniously with diverse individuals; is cognizant of the feelings and perceptions of others	Works harmoniously and effectively with diverse individuals; seeks opportunities to include or show appreciation for those who may be excluded
4. Collaborate to resolve differences and solve problems respectfully and reflectively. (InTASC 3.n)	0 1 2 3	There was no opportunity in this setting to observe/evaluate this indicator.	Does not provide any substantive suggestions for positive self-improvement and fails to see the need for positive change. Rejects suggestions from others directly or by failing to act. Offers excuses/assigns blame to others (e.g, students, parents, colleagues, supervisor) for negative results.	Consistently evaluates own performances (e.g., interactions, written work, test results) with a critical lens, generates potential improvements or revisions, and applies them to future performances. Is open-minded and positive when receiving feedback from others. Demonstrates the ability to act on suggestions.	Consistently evaluates own performances with a critical lens, generates potential improvements or revisions, and applies them to future performances. Actively seeks further information and perspectives from appropriate others to evaluate own performance and demonstrates in-depth analysis and synthesis of viewpoints.
Comment:					

Overall rating – COLLABORATION (Note all items must be rated at Level 2 for a rating of Meets Expectations): check one: _____ Needs Improvement _____ Meets Expectations _____ Exceeds Expectations					
The candidate demonstrates:	Evaluator Rating	Not Observed	Needs Improvement	Meets Expectations	Exceeds Expectations
VI. Ethics		0	1	2	3
1. Demonstrate honesty, integrity, fairness, respect for others and confidentiality. (InTASC 2.m, 3.q, 9.o) (Danielson 4.f) (Marzano 59)	0 1 2 3		Does not consistently honor the needs and best interests of students, the work setting (school, district, university) or profession. Demonstrates unprofessional behaviors related to honesty and integrity (e.g., violation of confidentiality, academic dishonesty (including plagiarism or cheating), dishonesty in professional interactions), or imposition of personal religious or political views upon others. May fail to adhere to some standard of the profession's established code of conduct.	Consistently and appropriately honors the needs and best interests of students, the work setting (school, district, university), and the profession. Demonstrates a pattern of professional behavior related to honesty and integrity, including maintaining confidentiality, academic honesty, professional integrity, and appropriate separation of personal and professional domains. Adheres to all standards of the profession's established code of conduct.	Consistently and appropriately honors the needs and best interests of students, the work setting (school, district, university), and the profession including a pattern of professional behaviors related to honesty and integrity. Actively seeks or leads opportunities to select or create appropriate new forums to advocate for students or the profession. Adheres to all standards of the profession's established code of conduct and is highly respected by colleagues.
2. Accept responsibility for personal actions and behaviors. (InTASC 6.r, 9.l, 10.p) (Marzano 59)	0 1 2 3		Focuses on blaming others rather than seeking solutions; is reluctant to accept responsibility for personal actions/ interactions	Accepts responsibility for personal action and interactions	Accepts responsibility for personal action and interactions and displays professional maturity; focuses on solutions rather than assigning blame
3. Create and maintain appropriate interpersonal relationships in all settings. (InTASC 3.n, 10.r) (Danielson 4.d) (Marzano 55,56)	0 1 2 3		Participates in behaviors that could undermine organizational culture (e.g., gossip about P-12 students, faculty, or school personnel); develops inappropriate interpersonal relationships with students or families or colleagues that undermine professional credibility; Reveals inappropriate sensitive and personal information about themselves in the professional setting	Refrains from participating in behaviors that could undermine organizational culture (e.g., gossip about P-12 students, faculty, or school personnel); develops appropriate and professional interpersonal relationships with all stakeholder groups; Reveals general personal information appropriate to a professional setting.	Does not tolerate undermining behaviors (e.g., gossiping or abuse of confidentiality of others); advocates for positive relationships among colleagues and other stakeholders to benefit the organizational culture; develops appropriate and professional interpersonal relationships with all stakeholder groups; Maintains a caring but professional attitude with students/colleagues.
For the following dispositions, please indicate whether the candidate has met each disposition to the <u>best of your knowledge</u>.					
To the best of your knowledge , has the candidate:	Yes	No			
4. Complied with laws, policies, and procedures					

(INTASC 9)					
5. Followed professional codes of ethics and the UNC Charlotte Code of Academic Integrity and Student Responsibility (INTASC 9)	Yes	No			
Comment:					
Overall rating – ETHICS (Note all items must be rated at Level 2 AND Items 4 and 5 marked as “yes” for a rating of Meets Expectations): check one: <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Exceeds Expectations					

NOTE: Candidate self-assessments as well as assessments by faculty members are also documented in Taskstream at the program-designated entry, midpoint, and exit dispositions decisions point courses. See the full dispositions plan on the College of Education website for additional information on this process.

Assessment of Professional Dispositions – Conference with Student-Candidate

Date of conference: _____ Candidate Name: _____ SID _____ Program _____
 Faculty/Others present at conference: _____

Directions:

- A faculty member(s) or school partner(s) will complete the **Assessment of Professional Dispositions**. If a candidate receives a rating of "Needs Improvement" in any area, the faculty member(s) will conference with the candidate to discuss the concern and provide guidance for improvement.
- Faculty member(s) conducting the conference may wish to ask candidates to complete a self-assessment as part of the conference, although this is not a requirement.
- A copy of this documentation should be provided to the candidate once the conference is completed.

1. Description of behavior that is of concern: *Using measurable and observable terms to describe the behavior, include date(s), setting(s), and full description of the occurrence(s) where possible.*

Discussion Points:

2. Expected behavior changes: *What will the candidate be expected to do differently in the future?*

Will a Plan of Action be initiated as an intervention for this candidate (check one)?

_____ Yes* -- *The Dispositions Plan of Action Form should be completed and turned into the College Dispositions Coordinator.*
 _____ No

**Check "Yes" if any interventions are planned that are beyond the scope of the single conference meeting or require long-term monitoring/follow-up by faculty (examples: required readings, required workshops, other).*

3. Consequences of unchanged behavior: ***For all candidates:*** *Additional dispositional assessments that indicate a concern may result in a department review (see the Disposition Procedures on our COED website for further information).*

Signatures indicate attendance at the conference detailed above.

Candidate Signature _____	Date _____
Faculty Signature _____	Title: _____ Date: _____
Faculty Signature _____	Title: _____ Date: _____
Other Signature _____	Title: _____ Date: _____
Other Signature _____	Title: _____ Date: _____

A copy of this document should be given to the candidate, the dept. dispositions liaison, and the College Dispositions Coordinator.

Dispositions are aligned to the InTASC Model Core Standards, the Danielson Framework for Teaching, and the Marzano Casual Teacher Evaluation Model.



Professional Disposition Plan of Action

Date of conference: _____ Candidate Name: _____ SID _____ Program _____

Faculty/Others present at conference: _____

Directions:

- A faculty member or school partner will complete the **Assessment of Professional Dispositions**.
- If a candidate receives a rating of "Needs Improvement" in any area, the faculty member(s) will conference with the candidate to discuss the concern and provide guidance for improvement. The Conference form will be completed as part of the Assessment (p.2).
- **If any interventions are planned that are beyond the scope of the single conference meeting or require long-term monitoring/follow-up by faculty** (examples: required readings, required workshops, other), the Disposition Plan of Action should be completed. This form should be used in conjunction with the Assessment of Dispositions Conference Form.

4. Plan of Action: *In collaboration with the candidate, the appropriate faculty member(s) will propose and write the action plan for successfully achieving expected behavior changes. It is expected that candidates will be an integral part of developing strategies for targeted improvement.*

a. Candidate actions and responsibilities:

b. Faculty role(s):

c. Time Frame for implementation and reassessment:

d. Date and Time for the Follow-up Conference to evaluate candidate completion of the Plan: *The candidate will be responsible for confirming these conference plans at least one-week in advance, according to the faculty member's preferred method of communication.*

5. Consequences of unchanged behavior: - should be identical to what is also on the Conference form. **For all candidates:** Additional dispositional assessments that indicate a concern may result in a department review (see the Disposition Procedures on our COED website for further information).

This plan was formulated by the candidate and faculty member and agreed to by all parties:

Candidate Signature _____	Date _____
Faculty Signature _____	Title: _____ Date: _____
Faculty Signature _____	Title: _____ Date: _____
Other Signature _____	Title: _____ Date: _____
Other Signature _____	Title: _____ Date: _____

A copy of this document should be given to the candidate, the dept. dispositions liaison, and the College Dispositions Coordinator.

Required Follow Up CONTINUED on Next Page

PLAN OF ACTION FOLLOW-UP – to be completed once the timeline established by the Plan of Action is completed.

Date of conference: _____ Candidate Name: _____ SID _____ Program _____

Faculty/Others present at conference:

6. Follow-up Evaluation and Outcome (once the plan has been completed):

a. Has the candidate successfully completed the Plan of Action? (check one)

_____ Yes
_____ No*

*Please explain why the Plan of Action was not successfully completed, attaching documentation as needed.

Signatures indicate attendance at the conference detailed above.

Candidate Signature _____

Date _____

Faculty Signature _____

Title: _____ Date: _____

Faculty Signature _____

Title: _____ Date: _____

Other Signature _____

Title: _____ Date: _____

Other Signature _____

Title: _____ Date: _____

A copy of this document should be given to the candidate, the dept. dispositions liaison, and the College Dispositions Coordinator.

Candidate Disposition Appeals Form

Candidates: read carefully and complete all information requested below.

1. A candidate has the right to appeal a decision by the Department Dispositions Committee that the candidate be denied advancement in their program of study. This Candidate Disposition Appeals Form must be received by the College Dispositions Coordinator in the Cato College of Education either as an electronic file attachment via email or as a mailed hard copy within ten (10) business days of the date of the letter sent from the chair of the candidate's academic department notifying the candidate of the department review decision. **Complete all requested information on this form. Incomplete forms may result in denial of appeal.**
2. Upon receipt of the completed Candidate Disposition Appeals Form to appeal the decision, the Associate Dean or their designee shall convene the College Dispositions Appeals Board within 15 (fifteen) business days. This group is comprised of faculty from each academic department in the College of Education, the director of the Office of Teacher Education Advising, Licensure, and Recruiting (TEALR), and the director of the Office of Field Experiences. You will be notified as to the time and place of the hearing. You will be provided an opportunity to speak on your own behalf. The Appeal Board may interview any stakeholders including, but not limited to faculty and staff members who have previously assessed your dispositions or provided documentation of your dispositions in the past. Your absence from this meeting will be taken as acknowledgement that you do not wish to speak on your own behalf.

The College Dispositions Coordinator serves as an *ex officio* member of the board. Any questions you have about this process should be directed to the College Dispositions Coordinator.

The College Dispositions Coordinator is Dr. Brad Smith. He may be reached by email at bradleysmith@charlotte.edu or by phone at 704-687-8815.

3. After reviewing all documentation, and interviewing the candidate (if the candidate so chooses) and any other stakeholders, the College Dispositions Appeal Board will submit a recommendation to the Associate Dean of the College of Education regarding the candidate's enrollment status. The board may decide either to uphold the decision of the Department Dispositions Committee to deny the candidate advancement in the program or to allow the candidate to advance in the program, with or without conditions.
4. If the Associate Dean upholds the decision of the Board, such decision shall be final. If the Associate Dean reverses the decision, the Board will formulate an appropriate course of action in consultation with the department chair and the department dispositions committee chair. All documentation related to the appeal will be forwarded to College Dispositions Coordinator for inclusion in the confidential electronic record. *See the Professional Education Dispositions Plan for more information.*

To be completed by the candidate:

Candidate Name:

SID #:

UNCC Email:

Best Phone Contact #:

Major/Program:

Mailing address:

() I have read and understand the procedures involved in the dispositions appeal process.

() I wish to appeal the decision to deny my advancement in my College of Education program of study made by my department dispositions review committee.

Dispositions are aligned to the InTASC Model Core Standards, the Danielson Framework for Teaching, and the Marzano Casual Teacher Evaluation Model.

(continued on next page)

Please provide an explanation of your reasons in seeking an appeal of this decision (attach additional pages as needed).

Candidate Printed Name: _____

Candidate Signature: _____

Date: _____

******DO NOT WRITE BELOW THIS LINE******

The Appeals Board has reviewed the candidate's appeal and all relevant evidence and makes the following recommendation:

() Uphold the Department decision () Reinstatement with conditions* () Reinstatement without conditions

Chair, College Disposition Appeals Board	Date
Member, College Disposition Appeals Board	Date
Member, College Disposition Appeals Board	Date
Member, College Disposition Appeals Board	Date
Member, College Disposition Appeals Board	Date
Member, College Disposition Appeals Board	Date
Member, College Disposition Appeals Board	Date

I have reviewed the recommendation of the Appeals Board and make the following recommendation:

() Uphold the Board decision () Reinstatement with conditions* () Reinstatement without conditions

Senior Associate Dean, Cato College of Education	Date
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**suggestions for conditions should be directed to the department review committee/department chair*

Dispositions are aligned to the InTASC Model Core Standards, the Danielson Framework for Teaching, and the Marzano Casual Teacher Evaluation Model.

The Coaching Model

This discussion takes place in a face-to-face format. Try to be in a private space with no interruptions.

1. Step 1—Getting agreement a problem exists. The professor/supervisor needs to have a specific description of the problem behavior that is going to be discussed (i.e., if tardiness is an issue, need to have data on how often, minutes late, etc. as well as the norms of the class where 2-3 minutes late may be acceptable). You want the candidate to agree that the behavior is a problem. There are two categories of reasons that will convince a person that a behavior is problematic:
 - a. If the candidate understands the impact of their behavior on others
 - b. If the candidate understands the consequences to themselves if there is no change in behavior
2. Step 2—Mutually discuss alternative solutions. The professor/supervisor and candidate together need to identify as many alternative solutions as may be necessary to solve the problem. The goal is to identify what the candidate can do differently so that their behavior is acceptable.
3. Step 3—Mutually agree on action to be taken to solve the problem. The student needs to determine which action they plan to take. The role of the professor/supervisor is to help the candidate make a concrete plan that includes what they will do and when they will do it.
4. Step 4—Follow up to ensure that agreed-upon action has been taken. Set specific points for follow-up. Follow-up should occur on more than one occasion. Change may occur in small steps so the candidate needs to get continuous feedback on performance.
5. Step 5—Reinforce any achievement. Your reinforcement of improvement is critical to sustaining improvement.

Coaching Discussion Plan

1. Problem behavior (what is candidate doing wrong or not doing right)
2. Results of that behavior (who is affected by the behavior)
3. Consequences to the candidate if behavior does not change
4. What is the desired behavior

Adapted from:

Fournies, F. (2000). *Coaching for improved work performance*. New York: McGraw Hill.