

Professionalism Policy for Professional Education Candidates at the University of Delaware

Education candidates who have been accepted into a UD professional education program will be assessed regularly to determine their progress in academic performance, field-based performance, and professionalism.

Initial Programs	Advanced Level Programs
<p>Entry Level Process:</p> <ol style="list-style-type: none">1. During EDUC 100, HDFS 220, MUED 279, HESC 145, EDUC 413/613, and/or EDUC 419/619 the instructor [in concert with the Office of Clinical Studies (OCS)staff] will present and discuss the University of Delaware's Professionalism Policy (dispositions and procedures) with the candidates.2. All teacher education candidates in these courses will review a copy of the Professionalism Policy, including the disposition form, which details the unit's shared professional disposition expectations and the unit's professionalism policy and related procedures.3. As a course requirement, candidates will self-rate their current level of professional disposition development and indicate their willingness via electronic signature to strive to demonstrate these professional dispositions throughout their tenure in their University of Delaware teacher education program. Each candidate's acknowledgement will be stored with the Office of Clinical Studies throughout their tenure in their program.	<p>Entry Level Process:</p> <ol style="list-style-type: none">1. During orientation the Asst. Director in the School of Education & her staff assistant will provide a packet to each newly admitted graduate candidate, which will include the University of Delaware's Professionalism Policy (dispositions and procedures). The Asst. Director in the School of Education will review the Professionalism Policy, including the disposition form, which details the unit's shared professional disposition expectations and the unit's professionalism policy and related procedures. Candidates will self-rate their current level of professional disposition development and indicate their willingness via electronic signature, to strive to demonstrate these professional dispositions throughout their tenure in a University of Delaware's teacher education program.2. Each candidate's acknowledgement will be stored with the Office of Clinical Studies throughout their tenure in their program.

<p>Mid-Point Level [Methods Course]:</p> <ol style="list-style-type: none"> 1. During the EDUC 310 ETE first block of methods course, the university field-experience supervisor and cooperating teacher will complete a Professional Disposition rating form on each candidate. Similarly, the university field-experience supervisor and cooperating teacher will complete the Professional Disposition rating form for ECE candidates during the HDFS 224 course. MUED candidates will be rated during the MUED 379 course for Music majors and HPE majors during the HESC 414 course. Finally, during ENGL 482, 483; HIST 491; MATH 380: SCEN 491: FLLT 422/622; and AGED 480/680, candidates' cooperating teacher and/or supervisor will complete and submit, electronically, a Professional Disposition rating form on each candidate. In addition, during EDUC 679 (Master of Special Education/certification track) and EDUC 679 Teaching English as a Second Language candidates' cooperating teacher and/or supervisor will complete and submit, electronically, a Professional Disposition rating form on each candidate. 2. Program coordinators, instructors, and OCS staff will review all electronically submitted disposition rating forms each semester. 3. OCS staff will monitor data entry and will aggregate the data by program. OCS staff will share the aggregated data annually with each program coordinator and the University Council on Teacher Education (UCTE). 	<p>Dispositions - Faculty/Supervisor Assessment Data</p> <ol style="list-style-type: none"> 1. The unit Office of Clinical Studies staff will track the graduate candidates each term to verify whether candidates are participating in internships or clinical experiences. 2. For advanced programs for other professionals, the Office of Clinical Studies staff will require each candidate's university clinical supervisor (where appropriate), cooperating teacher, psychologist, librarian, or administrator to complete a Professional Disposition form. 3. For advanced programs for teachers without an internship, an instructor will complete a Professional Disposition form on each candidate. The specific course in which this will happen includes the following: EDUC 681 (MED in Special Education) or EDUC 769 (Master of Instruction). For EdD in Curriculum and Technology candidates, the advisor will complete a Professional Disposition form at the submission of the EPP proposal transition point. 4. The Office of Clinical Studies staff will monitor data entry and will aggregate the data by program. The Office of Clinical Studies staff will share the aggregated data annually with each program coordinator and the University Council on Teacher Education.
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Student Teaching Level:

1. Each candidate's cooperating teacher and University supervisor will complete the PATHWISE Professional Disposition items on the Student Teacher Final-Evaluation.
2. OCS staff will monitor data entry and will aggregate the data by program. OCS staff will share the aggregated data annually with the each program coordinator and the University Council on Teacher Education (UCTE).

Disposition Procedures

Maintenance of the System.

- The Office of Clinical Studies will be responsible for maintaining the disposition policy for all undergraduate professional education programs.
- The unit assessment coordinator will be responsible for maintaining the disposition policy for all graduate professional education programs.
- Undergraduate and graduate programs require candidates to self-reflect and sign Professional Dispositions forms during an entry-level course (prior to entry clearance for early field experiences).

- The undergraduate candidates' rating forms will be maintained by the Office of Clinical Studies, and the graduate candidates' forms will be maintained by the unit assessment coordinator. When a candidate exits student teaching/clinical experience or graduates from a graduate program, the forms will be destroyed or deleted.
- Rating forms completed by the University supervisors and cooperating teachers for undergraduate candidates completing a clinical experiences will be forwarded to the Office of Clinical Studies for review and recording. Rating forms completed by the University supervisors and cooperating teachers for advanced program candidates seeking initial certification from clinical experiences will be forwarded to the unit's assessment coordinator.
 1. Ratings indicating that candidates are exhibiting behaviors inconsistent with the unit's professional dispositions will be forwarded to the appropriate program coordinator for review and shared with the Office of Clinical Studies for potential action.
 2. All undergraduate candidates' data will be maintained by the Office of Clinical Studies, and graduate candidates' data will be maintained by the unit's assessment coordinator.
 3. The Office of Clinical Studies, in cooperation with the unit's assessment coordinator, will report the data annually by program to the candidates' appropriate program coordinator and the University Council of Teacher Education.

Potential Actions

- The program coordinator and candidate's advisor shall meet with the candidate to discuss remediation strategies if:
 1. an instructor , cooperating teacher, or field placement supervisor requests a meeting, or
 2. a candidate receives two unacceptable ratings on any single professional disposition, either across clinical experiences or by two raters within a single semester (Office of Clinical Studies staff may be involved as deemed appropriate by the program coordinator.)
- If a candidate receives three or more unacceptable ratings in any combination of categories or negative ratings by three persons, the program coordinator shall review the documentation and
 1. permit the candidate to proceed in the program with appropriate remediation (see **Disposition Action Plan form**) or
 2. deny completion of the program or recommend removal of the candidate from the program to the appropriate department chair.

Candidates who wish to appeal the department chair's/school director's decision may do so through the usual University of Delaware appeals process.

Professional Dispositions of Effective Educators - Student Form

The University of Delaware (UD) professional education faculty and staff, and their school-based partners, have the responsibility of evaluating UD professional education candidates' effectiveness. We use a variety of instruments and methods to ensure our candidates acquire the knowledge, skills and dispositions necessary to be effective in today's classrooms.

Effective educators come from widely different backgrounds, and have varied opinions, interests, and personalities. But some qualities, such as the ability to communicate clearly, are common to nearly all good educators. Likewise, students in Delaware's and surrounding states' P-12 classrooms come from varied backgrounds. They have a wide range of abilities, different levels of prior knowledge, and vary in how they feel about learning and school.

In order to be successful, educators must purposefully act in caring, fair, professional, respectful, and responsible ways.

UD Dispositions*

Dispositions...	Behaviors that exemplify each disposition....
1. Effective educators interact positively with peers, faculty, P-12 personnel (cooperating teachers, administrators, and other school colleagues), and students.	Works effectively with others, shows emotional maturity and sensitivity.
2. Effective educators express themselves clearly and effectively, orally and in writing.	Writes and speaks coherently and in an articulate manner with correct grammar and spelling.
3. Effective educators accept constructive criticism and guidance and are willing to modify their behavior or practice and implement recommended strategies.	Responds appropriately to feedback from educators, families or community members.
4. Effective educators demonstrate a curiosity and willingness to learn, aided by reflection and assessment of new information and ideas.	Reflects on information provided, demonstrates ability to apply new ideas to practice, exhibits a willingness to learn new ideas.
5. Effective educators demonstrate respect, empathy, patience, sensitivity, and understanding towards all learners.	Interacts with others appropriately and respectfully, avoiding preconceptions and employing strategies that emphasize interacting in a positive manner.
6. Effective educators demonstrate a positive attitude toward all students and exhibit enthusiasm for helping all students learn.	Demonstrates a respect for all, regardless of gender, ethnicity, cultural background, socioeconomic levels, sexual orientation and exceptionalities, is encouraging to all students and acknowledges different learning styles and needs.
7. Effective educators attempt to solve problems in a fair-minded manner, independently and with others.	Seeks pertinent information, learns current ideas and strategies, and uses knowledge to solve problems independently and with school personnel or family/community members.
8. Effective educators are committed to mastering best practices informed by sound theory and research.	Seeks theoretical knowledge and regularly connects theory to teaching practices by choosing developmentally appropriate and content specific activities and learning experiences.

9. Effective educators reflect on their teaching to learn from their experiences and to change their practices.	Reflects on teaching practices, considers theory, current research, and student learning in making appropriate-planning and teaching modifications.
10. Effective educators are responsible colleagues and act in a professional manner in accordance with the University's professional education code of conduct (for details see http://www.udel.edu/ocs/student/guidelines_for_clinical_experiences.html).	Arrives punctually, completes assignments on time, dresses professionally, communicates in a professional manner, exercises sound judgment in professional practice including restraining from the sharing of inappropriate personal information with minors, and demonstrates ethical behavior including academic honesty.

*These dispositions are judgments about professional potential, not about persons or their opinions or beliefs. Institutions certifying educators owe the state's citizens their best judgment and keenest observations when making decisions that will have such profound future effects. The identification and evaluation of professional dispositions is a valuable tool for identifying and capturing important information about prospective teachers, school psychologists, specialists, and administrators to make sure that they are best prepared for their professional lives.

Disposition Procedures

Maintenance of the System.

- Each program requires candidates to self-reflect and sign dispositions forms during an entry-level course (prior to entry clearance for early field experiences). These forms will be stored in the Office of Clinical Studies. When a candidate exits student teaching or internship, the form will be destroyed.
- Forms completed by the University supervisors and cooperating teachers from the clinical experiences will be forwarded to the Office of Clinical Studies for review. The forms of those candidates identified as exhibiting behaviors inconsistent with the unit's professional dispositions will be forwarded to the appropriate program coordinator for review and potential action.

Potential Actions.

- The program coordinator and candidate's advisor shall meet with the candidate to discuss remediation strategies if
 - 1) An instructor or field placement supervisor requests a meeting, or
 - 2) A candidate receives two Unacceptable ratings on any single professional disposition, either across clinical experiences or by two raters within a single semester
- If a candidate receives three or more Unacceptable ratings in any combination of categories or negative ratings by three persons, the program coordinator shall review the documentation and
 - (1) permit the candidate to proceed in the program with appropriate remediation (see Disposition Action Plan form) or
 - (2) deny completion of the program or recommend removal of the candidate from the program to the appropriate department chair.
- Candidates who wish to appeal the department chair's/school director's decision may do so through the usual University of Delaware appeals process.

Name of Candidate: _____

Date: _____

Professional Dispositions of Effective Educators Form (Cooperating Teacher/Supervisor/Faculty)

The University of Delaware (UD) professional education faculty and staff, and their school-based partners, have the responsibility of evaluating UD professional education candidates' effectiveness. We use a variety of instruments and methods to ensure our candidates acquire the knowledge, skills and dispositions necessary to be effective in today's classrooms.

Effective educators come from widely different backgrounds, and have varied opinions, interests, and personalities. But some qualities, such as the ability to communicate clearly, are common to nearly all good educators. Please rate the behaviors identified in the table below.

Dispositions...	Behaviors that exemplify each disposition....	Rating:		Comments
		Unacceptable	1 Never Exhibits 2 Seldom Exhibits	
		Acceptable	3 Sometimes Exhibits	
		Target	4 Frequently Exhibits 5 Always Exhibits	
		N/A	N/A No or insufficient opportunity to observe to form a judgment	
1. Effective educators interact positively with peers, faculty, P-12 personnel (cooperating teachers, administrators, and other school colleagues), and students.	Works effectively with others, shows emotional maturity and sensitivity.			
2. Effective educators express themselves clearly and effectively, orally and in writing.	Writes and speaks coherently and in an articulate manner with correct grammar and spelling.			
3. Effective educators accept constructive criticism and guidance and are willing to modify their behavior or practice and implement recommended strategies.	Responds appropriately to feedback from educators, families or community members.			
4. Effective educators demonstrate a curiosity and willingness to learn, aided by reflection and assessment of new information and ideas.	Reflects on information provided, demonstrates ability to apply new ideas to practice, exhibits a willingness to learn new ideas.			
5. Effective educators demonstrate respect, empathy, patience, sensitivity, and understanding towards all learners.	Interacts with others appropriately and respectfully, avoiding preconceptions and employing strategies that emphasize interacting in a positive manner.			

6. Effective educators demonstrate a positive attitude toward all students and exhibit enthusiasm for helping all students learn.	Demonstrates a respect for all, regardless of gender, ethnicity, cultural background, socioeconomic levels, sexual orientation and exceptionalities, is encouraging to all students and acknowledges different learning styles and needs.		
7. Effective educators attempt to solve problems in a fair-minded manner, independently and with others.	Seeks pertinent information, learns current ideas and strategies, and uses knowledge to solve problems independently and with school personnel or family/community members.		
8. Effective educators are committed to mastering best practices informed by sound theory and research.	Seeks theoretical knowledge and regularly connects theory to teaching practices by choosing developmentally appropriate and content specific activities and learning experiences		
9. Effective educators reflect on their teaching to learn from their experiences and to change their practices.	Reflects on teaching practices, considers theory, current research, and student learning in making appropriate-planning and teaching modifications.		
10. Effective educators are responsible colleagues and act in a professional manner in accordance with the University's professional education code of conduct (for details see http://www.udel.edu/ocs/student/guidelines_for_clinical_experiences.html).	Arrives punctually, completes assignments on time, dresses professionally, communicates in a professional manner, exercises sound judgment in professional practice including restraining from the sharing inappropriate personal information with minors, and demonstrates ethical behavior including academic honesty.		

*These dispositions are judgments about professional potential, not about persons or their opinions or beliefs. Institutions certifying educators owe the state's citizens their best judgment and keenest observations when making decisions that will have such profound future effects. The identification and evaluation of professional dispositions is a valuable tool for identifying and capturing important information about prospective teachers, school psychologists, specialists, and administrators to make sure that they are prepared for their professional lives.

Signature of Evaluator

Date

Please check the appropriate title: ☐ Cooperating Teacher ☐ Faculty ☐ Supervisor

*To download a copy of this form please go to http://www.udel.edu/ocs/student/dispositions_policy.html#coop-dispositionforms.
Thank you for the contributions you are making to our professional education programs.*

University of Delaware- Disposition Action Form

☐ Course Enrolled: _____ Date: _____

☐ Candidate's Name _____

☐ Cumulative GPA _____

☐ Major _____

Professional Education Advisor: _____

Please state specifically the area in need of improvement. Provide specific examples which will support the evaluation.

Suggested Action/Remediation

Signature, faculty/supervisor/cooperating teacher _____ Date _____

Signature, candidate _____ Date _____

The candidate's signature indicates only that s/he has read the report, not that s/he agrees with the assessment of his/her performance. The candidate's signature does indicate a willingness to fulfill the action/remediation plan.