

Winona State University – Professional Education Unit/College of Education

Teacher Candidate Disposition and Performance Concern Form

This review form is being submitted as: ____Notice of Concern ____Automatic Referral

Teacher Candidate _____Warrior ID _____
(please print)

Dept/Course/Sec: _____

Signature: Teacher Candidate - Signature does not denote agreement _____ Date _____

Signature: Faculty, Supervisor, Advisor, Director, or Staff _____ Date _____

Please check any area(s) in which you feel that the teacher candidate is not making adequate professional growth.

PART I: DISPOSITIONS CONCERNS

Area 1: Commitment to Students and Positive Learning Environment:

- ____ **Belonging and Support:** Conveys a sense of belonging and support to all regardless of background.
- ____ **Fair Interactions:** Demonstrates a sense of fairness in interaction with all students.
- ____ **Ensuring Equity:** Ensures equitable access and opportunity for all students to learn and grow.
- ____ **High Expectations:** Conveys high expectations for all students during interaction.
- ____ **Consistent Behaviors:** Demonstrates behaviors that are consistent with the idea that all students can learn, grow and contribute.
- ____ **Advocacy:** Envisions and advocates for opportunities for students to make their own choices in paths for learning and growth.

Area 2: Commitment to Professionalism and Continued Growth:

- ____ **Dependability:** is reliably present, dependable and prepared.
- ____ **Reflective Questions:** Poses reflective questions related to multiple perspectives and viewpoints.
- ____ **Learning Principles:** Questions student performance in light of principles of growth and learning.
- ____ **Response to Instruction:** Utilizes insights from student responses as a resource for refinement of professional practices or dispositions.
- ____ **Response to Feedback:** Utilizes feedback from colleagues, supervisors, and other professionals to make adjustments to professional practices or dispositions.
- ____ **Self-Directed Learning:** Takes initiative in seeking resources and developing plans for continued growth related to professional knowledge, instruction, and dispositions.

Area 3: Communication and Commitment to Colleagues, Family and the Community:

- ____ **Oral Communication:** Utilizes appropriate oral communication skills in the professional setting, e.g. grammar, usage, word choice, and oral presentation skills.
- ____ **Written Communication:** Utilizes appropriate written communication skills in the professional setting e.g. grammar, usage, punctuation, capitalization, and spelling.
- ____ **Professional Appearance:** Demonstrates a professional appearance which projects an image consistent with parent and community expectations for professionals, e.g. clothing, hygiene, physical appearance.
- ____ **Collegiality:** Interacts with colleagues and staff in a respectful, purposeful way, and in a manner balanced between listening and contributing.
- ____ **Family and Community Relationships:** Interacts with families and the broader community in a respectful, purposeful, and professional manner.
- ____ **Confidentiality:** Maintains student confidentiality in spoken, written, social media and other online forms of communication, e.g., regarding medical and personal information, duplication of materials without permission, test scores, etc.
- ____ **Ethical Behavior:** Does not condone, support or participate in acts that are unethical or illegal.

PART II: ACADEMIC PERFORMANCE CONCERNS

Area 4: Concerns regarding content knowledge and planning:

- Designs learning experiences based on the central concepts of the discipline.
- Demonstrates an adequate command of the subject matter.
- Displays enthusiasm for subject matter.
- Seeks opportunities to learn.
- Accepts and utilizes feedback to grow professionally.
- Other (please describe) _____

Area 5: Concerns regarding attention to learners:

- Articulates knowledge of the developmental characteristics of age groups.
- Recognizes the effects of actions on learners.
- Creates experiences that build on the strengths of learners.
- Designs learning experiences that are sensitive to the rich diversity of learners and their contributions to the learning environment.
- Treats with dignity and respect all individuals regardless of race, ethnicity, ability, language, gender, sexual orientation, age, or religion.
- Other (please describe) _____

Area 6: Concerns regarding professionalism:

- Displays attitude conducive to the varying learning environments.
- Is able to match behavior to the expectations specific to each environment.
- Follows the rules and regulations of the learning environment.
- Accepts and utilizes feedback to grow professionally.
- Practices positive verbal and non-verbal communication skills.
- Seeks ways to improve.
- Is supportive of others.
- Can listen to other viewpoints – whether agreeing or disagreeing.
- Meets deadlines; if unable to meet deadline, informs necessary parties and works to develop and implement alternatives.
- Engages in professional collaboration.
- Is punctual and meets attendance requirements.
- Successfully fulfills professional responsibilities and completes tasks.
- Participates in class and professional field experiences.
- Maintains physical appearance appropriate to the learning environment.
- Is prepared and meets professional responsibilities.
- Upholds principles of academic integrity (e.g. cheating, plagiarism, fabrication, dishonesty, deception, and/or multiple submissions).
- Other (please describe) _____

Other supporting documentation (attach additional documentation if necessary):

Student Assistance Plan Guidelines for Faculty and Teacher Education Candidates

Notes:

1. For use in any teacher education program to address professional behaviors and performance that do not meet expectations and requirements.
2. Purpose of student assistance plan process:
 - a. Identify teacher candidates who are exhibiting
 - i. professional dispositions inconsistent with expectations of teachers
 - ii. academic performance that does not meet minimal program requirements
 - b. Provide students with an opportunity to remediate such that professional dispositions and academic performance meet program expectations and requirements.
3. Who completes the form?
 - a. Any teacher education faculty
 - b. Any practicum related supervisor
 - c. Any faculty member outside of teacher education
4. Student assistance plan process utilizes both 'Notice of Concern' and 'Automatic Referral'.
 - a. Notice of Concern:
 - i. Definition: A documented concern regarding professional teacher dispositions and/or academic performance that can be resolved between the instructor/supervisor and the student.
 - ii. Timeline: Problematic dispositions and academic performances are identified early and resolved within the course/semester/practicum experience.
 - iii. Procedures: (a) Instructor/supervisor completes the Teacher Education Unit Student Assistance Plan; (b) Instructor/supervisor reviews concern(s) with TC; (c) Instructor/supervisor discusses expectations and strategies for improvement with TC; (d) both instructor/supervisor and TC sign form to document this interaction; (e) instructor/supervisor files documentation with Center for Teacher Success; (f) Teacher Success Office files Notice of Concern and subsequently notify student advisor and program leader; and, (g) two Notice of Concerns results in an Automatic Referral for a Student Assistance Plan.
 - b. Automatic Referral
 - i. Definition: Automatic referrals are issued for any of the following areas of concern:
 1. 2nd notice of concern
 2. Individual Course Grade Below 2.0
 3. Overall GPA Below 2.75
 4. Withdraw from a required course in the teacher education major
 5. Withdraw from two different courses in two different semesters
 6. Flagrant dispositional concerns
 7. Other (at discretion of instructor/supervisor)
 - ii. Procedure: Upon 2nd Notice of Concern **OR** qualifying Automatic Referral reasons, TC must go before SAP committee to address the reasons for automatic referral and to determine SAP that must be monitored and reviewed.
 - iii. Membership: The SAP Committee minimally consists of the Program Leader, the faculty member involved, and the student's advisor. Other individuals affiliated with the student issue may be invited to participate in this meeting.
 - iv. SAP Committee Meeting
 1. Opening statements are made by both the person making the referral and the TC.
 2. The committee determines SAP including expected outcomes, evidence for outcomes, and timeline.
 3. After SAP is reviewed, all meeting participants sign the document. The document is forwarded to the Center for Teacher Success.
 4. At end of timeline, TC provides evidence of SAP completion along with support document if necessary (e.g. recommendations).
 5. SAP makes decision for "remediation completed", "remediation continuation", or "program termination".