

To build a more detailed picture of how the Pro05 is used to help advisors identify patterns in dispositions, the Pro 05's from all courses from the first education course to the completion of coursework leading to student teaching is provided for two students. Students in the same specialization, Social Studies, who have the same advisor are presented for the sake of consistency.

Pro05's for Candidate A -Social Studies Specialization

Semester	EDUC 150	EDUC 200	EDUC 360	EDUC 320	EDUC 370	EDUC 422	EDUC 380	EDUC 443	EDUC 443
Personal Characteristics	Fall 1	Fall 12	Spring 13	Spring 13	Spring 14	Spring 14	Fall 14	Fall 14	Spring 15
Personal Integrity	4	5	3	4	5	6	5	3	6
Seriousness of Intent	2	5	3	2	4	6	3	1	2
Interpersonal Skills	3	4	3	3	4	3	3	2	3
Acceptance of Responsibility	2	5	3	3	4	5	4	2	6
Appropriate Role Model	3	5	3	3	4	6	4	4	6
Intellectual Curiosity	2	4	3	3	4	4	1	1	3
Communication Skills	3	4	3	3	4	4	2	1	3
Professional Characteristics									
Willingness to Commit to Professional Development	2	5	3	3	4	6	2	1	4
Capacity for Professional Development	3	5	3	3	4	5	3	3	6
Appreciates Diversity and Dignity of Individuals	4	5	3	3	4	6	5	6	6
Engages in Critical Discourse	2	4	3	2	4	4	1	2	6
Commits to Action, Interpretation, Critical Reflection Cycle	2	4	3	3	4	4	1	2	6
Total	32	55	36	35	49	59	34	28	57
Recommended for Teaching	Not Sure	Yes	Not Sure	No	Yes	Not Sure	Not Sure	Not Sure	Yes

Instructor Comments

150 A would benefit from holding himself to higher standards as a student in preparation for being a teacher. He did not take advantage of quiz retakes and failed to submit one major class assignment.

200 Puts forth effort in his coursework. Shared thoughts on how to teach meaningful and engaging history. Always prompt to class.

EDUC 360 A was very quiet in class...his lack of participation made it very difficult to judge his dispositions.

320 A did not actively participate in the course. He prepared himself better for the class discussions at the end of the semester than he did throughout the semester, but he did not pay attention to course requirements and rarely participated in class discussions. His actions in class did not demonstrate an interest in the program or the profession.

370 A struggled with some writing lesson plans and assessing his teaching episodes, but his work improved over the semester, his final exam showed strong skills in identifying areas for continued improvement, and he progressed in practicing skills for teaching.

422 Interest in the content areas of Social Studies is unquestionable. Has creative ideas for lessons that with further development will be solid for classroom use. Expanding dialogue with fellow students on educational issues will greatly assist in development as a potential educator. Attended Common Core training by Education Department.

380 Poor class participation. Little affect for course content. Projects displayed limited creativity and connection to course content.

443 First Attempt A was diligent in putting in hours in the field and attending class. However, he is very quiet. He rarely contributes to class discussion unless directly called upon. He seemed 'tired' all semester with little energy to put into his learning or his interactions with students. I was very concerned that he would have the dedication required to meet the demands of student teaching especially since his instructional skills were fairly weak. I strongly counseled him to not attempt it until he was willing to give it a full effort and to do an independent study experience in the meantime. However he felt that he could be successful. It was not until I computed final grades that I realized how many assignments he had not turned in over the course of the semester because there were several online components to the course while he was in his field placement.

443 Second Attempt A has great potential as a social studies teacher. However, he has difficulty maintaining his focus and multi-tasking. His grade reflects non participation in online components of the class that were required while he was in the field. He has, however, done a nice job with his students. He has diligently incorporated feedback from his cooperating teacher and myself into his teaching and made a lot of progress in connecting with the students while providing quality instruction. I believe A has the ability to succeed in student teaching but he will need to stay on top of the many tasks associated with his field requirements, the

Pro05's for B -Social Studies Specialization

Semester	EDUC 150	EDUC 200	EDUC 360	EDUC 320	EDUC 370	EDUC 422	EDUC 443	EDUC 380
Personal Characteristics	Fall 11	Fall 12	Fall 12	*	Fall 13	Spring 14	Spring 14	Fall 14
Personal Integrity	6	6	5		6	6	6	6
Seriousness of Intent	6	6	5		5	6	6	6
Interpersonal Skills	6	5	5		5	6	3	6
Acceptance of Responsibility	6	6	5		6	6	6	6
Appropriate Role Model	6	6	5		5	6	6	6
Intellectual Curiosity	6	5	5		5	6	6	6
Communication Skills	6	6	5		5	6	3	6
Professional Characteristics	42	40	35		37	42	36	42
Willingness to Commit to Professional Development	6	6	5		5	6	6	6
Capacity for Professional Development	6	6	5		5	6	6	6
Appreciates Diversity and Dignity of Individuals	6	6	5		5	6	6	6
Engages in Critical Discourse	6	6	5		5	6	6	6
Commits to Action, Interpretation, Critical Reflection Cycle	6	6	5		5	6	6	6
Total	30	30	25		25	30	30	30
Recommended for Teaching	Yes	Yes	Yes		Yes	Yes	Yes	Yes

*Data missing from TK20

Instructor Comments

360 B will make an excellent teacher. Her written work is excellent and she participates in class discussion often. She seems 100% dedicated to her goal of becoming a teacher.

370 B performed at high levels in all areas of the course

443 B is a very bright student who is determined to succeed at everything she does. She is a hard worker and is willing to put forth a great deal of effort in order to succeed. There are two things that will prevent her from succeeding in the classroom. #1 She MUST slow down. Because her own thinking processes are so quick, she moves through content extremely fast and tends to jump from topic to topic without explicit connections that students need in order to understand relationships between concepts. #2 She needs to become more aware of the subtle body language of others that she is interacting with. This ranges from peers who feel like they are in her shadow to students who are sending signals that they are having difficulty following the content. She is aware of these two areas and has shown some improvement in both this semester. Once she has these two areas in hand, her enthusiasm for history will lead her to become an outstanding teacher

For candidate A, with two exceptions, EDUC 200 and EDUC 370, a clear pattern of unengagement and personal affect emerges from this data and specific concerns are highlighted regarding lack of initiative, lack of participation, and attention to the details of course requirements. His advisor met with him repeatedly and at the time of application specific goals were set in order to allow him to juncture. He responded to this process as is evidenced in 370. However, he was unable to maintain it and slid back into the previous pattern when he moved on to 443 which resulted in failing the class. A formal contract was put in place with the 443 instructor clearly identifying those behaviors that needed to be observed. Additionally he met regularly with his advisor and instructor to monitor those behaviors. A significant change was noted and he was allowed to move through Juncture 2 and ultimately student taught successfully.

For candidate B, a clear pattern of strong personal and professional disposition emerges across all course instructors and semesters. No concerns were raised at either juncture 1 or juncture 2 and the candidate moved directly into student teaching where she excelled and was asked to interview for a midyear opening by the principal of the school where she student taught.

It should be noted that student A passed his content praxis on the first attempt but required 2 attempts to pass the PLT. Student B passed both on the first try with high scores. This indicates that the Pro05 does not just capture academic ability but does indeed address characteristics beyond achievement.

While the Pro05 has the ability to show dispositional patterns and trends across courses, it does not meet CAEP standards for an EPP developed instrument (See 2016 10-5 PEUC Minutes above).

An ad hoc committee was set up to explore possible dispositional assessments that had been developed elsewhere that could be adopted by SU. The results of this exploration was presented to the PEUC on November 16, 2016 (see pink highlights from PEUC minutes extracts above). Because an instrument was not found that would meet CAEP standards, it was decided that SU would begin the process of developing a new dispositional assessment to take the place of the Pro 05.

The first step of this process took place at the December 1, 2016 EPPAC meeting and involved 4 SU faculty, 1 faculty member from our Community College Partner, 4 SU teacher candidates, and 7 representatives sent by 5 of the counties we have clinical partnerships with individually identifying professional and personal characteristics, categorizing them as critical, important, and optional and then ranking them in small groups.



Shepherd University Educator Preparation Program Advisory Council

December 1, 2016

Attending:

Sharon Shrum, Elementary Supervisor Frederick County Virginia Schools;
Margaret Kursey, Assistant Superintendent Berkeley County Schools;
Page Moore, Education Program Coordinator Blue Ridge Community and Technical College;
Tara Mahoney, Coordinator of Elementary Schools, 3-5, Jefferson County Schools;
Patrick Blanc, Assistant Superintendent of Curriculum and Instruction Jefferson County Schools;
Claire Houseknect, Human Resources Coordinator Washington County Schools;
Lindsey Darr, Certification Specialist Washington County Schools,
Asia Jones, Director of Secondary, Loudon County Schools;
Garrett O'Connell, Secondary Student Shepherd University;
Theresa Lang, Early Education Student Shepherd University;
Madeline Witte, Elementary Education Student Shepherd University;
Jordyn Marion, Student Teacher, Shepherd University;
Elivra Allison, Department of Education Chair Shepherd University;
Scott Beard, Dean of Graduate Studies and Associate Provost Shepherd University
Chris Ames, Acting Dean School of Education and Professional Studies and Provost Shepherd University
LeAnn Johnson, Director of Teacher Education Shepherd University

The meeting commenced with dinner at 6:30

LeAnn welcomed everyone, had each person introduce themselves and then introduced the new Shepherd Educator Preparation Leadership

Acting Dean and Provost: Chris Ames
Associate Provost: Scott Beard
Department of Education Chair: Elvira Sanatullova-Allison
Director of Assessment & Accountability: Linda Sell

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eallison@shepherd.edu
lsell@shepherd.edu

A handout prepared by Linda Bragg from WVBOE with updates from Policy 5100 highlighted. Everyone was encouraged to review the full document, but LeAnn pointed out the importance of commenting on suggested policy during open comment periods and potential implications of the following information found on the first page:

Change in language about top 50 Percent distribution on a Nationally normed assessment (Shepherd is currently meeting this, but change in language allows potentially strong candidates to be considered even if they have a less than stellar high school test performance score)

The state's unexpected decision to let us pick or develop our own teacher performance assessment (reviewed involvement in pilot of the edTPA/PPAT) and Shepherd's decision to avoid the high stakes expense of the commercial assessment to work, at least for the time being, with other universities in developing the WVTPA.

Choice in development of a disposition assessment

The potential impact of requiring content PRAXIS cores BEFORE student teaching. (Some discussion ensued regarding importance of demonstrating content knowledge, test anxiety, expense, and impact on number of completers due to change in policy.

LeAnn provided a handout of the 5 CAEP standards and used the attached Powerpoint to review the following key highlights related to new CAEP accreditation

Validity and Reliability of Assessments – Stakeholder Involvement

Clinical Partner “Co-Selection” for Program Entry

Each individual was provided a stack of sticky notes and asked to identify personal and professional characteristics independent of content and pedagogical knowledge, writing 1 per page. They then rated each characteristic as Critical, Important, or Optional. In small groups, the identified characteristics from group members were then ranked from most important to least important. This work will form the first step in the development of a new disposition assessment that meets CAEP standards.

Recruitment of Diverse Highly Qualified Candidates

LeAnn questioned the counties as to whether they are doing anything to identify highly academically able students who are interested in becoming teachers.

Washington County has a teacher academy at North and South High that gives students experience working with elementary age groups. Two of their recently hired teachers went through this program. This is different than the child care completer program done for students interested in working in day care settings. It was clarified that Maryland elementary certification is for 1-6 grade and WV students from Shepherd who do not have the early education endorsement lose certification for kindergarten when they get a MD teaching license.

The question was asked as to why we as a society are not pushing our best students to be teachers.

Washington County is working on a program called Middle College in collaboration with HCC and they are sponsoring a diversity recruitment day with an emphasis on trying to get not just ethnic diversity but gender diversity in among teachers.

Jefferson County has a Teacher Cadet program at Washington High that includes an apprenticeship in elementary classrooms.

Loudoun County also has a Teacher Cadet program at the middle and high school level. There are a large number of students in this program and historically many of them graduate from high school get teaching certification from area institutions and return to the county to teach. They also have an Educators Rising Club for students not in the cadet program—again they are trying to encourage both gender and ethnic diversity.

Frederick County Virginia has links on their webpage to news clips featuring their teacher programs for high schoolers through their FACS program.

Berkeley County also has a teacher cadet program. In addition they are getting ready to kick off a jump start program called Grow Your Own that is being done at Blue Ridge. This program will allow qualified students in high school to spend part of their school day at Blue Ridge. These students can complete 21 credits by the end of high school including EDUC 150 and 200.

LeAnn noted that the Blue Ridge collaborative is in the process of adding early education and physical education to the collaborative agreement which should help pull additional students from high school into this program. She noted that because of the age of the students, most of these programs focused on recruiting students for elementary and early education rather than secondary education and asked how we could encourage high schoolers to consider teaching secondary subjects.

It was noted that recruitment towards secondary education specializations had to start with teachers who loved their content area and shared that love with students more so than starting with students who love children and encouraging them to teach. LeAnn shared an example of this happening in science at Boonsboro high school and Lindsey Darr noted that her love of mathematics is what led her to teaching.

It was noted that recruitment for teachers must start in the middle schools, that by the time a student is a freshman in high school it is too late. Chris noted that Virginia Hicks from Shepherd University was going to be setting up programs for middle school student involvement on campus and that we might tie into this opportunity.

LeAnn also noted that an Education Fair was going to be planned for March 2 and that more information would be forthcoming about an opportunity for high school students who were interested in education would be able to come to campus, be paired with a host student and take part in classes and special events for the day.

It was noted that there is an ongoing need for math, science, Spanish, ELL, and special education teachers. Berkeley County noted that for the first time they had had difficulty filling elementary positions and Frederick, Loudoun and Washington Counties all indicated that they currently had new positions being posted mid year in a variety of content areas that needed to be filled. LeAnn indicated that data on hiring in the local counties for the past two years substantiated these needs and that RESA 8 still had 2 positions for PreK that they had been unable to fill for more than a year.

Program Success Measured by Impact on P-12 Student Learning – New Paradigm

Elvira commented on the challenges of this standard. Margaret indicated that they roster achievement information by teacher and that they can share this information. Lindsey said that in Maryland teachers set achievement goals using the Danielson framework and that data was kept to see if those goals were accomplished. Elvira thanked them for this information as she is leading the standards group working on a plan for meeting this standard.

Evidence-Based Quality Assurance Systems

Scott briefly reviewed the systems that Shepherd has in place for monitoring quality of both university faculty and teacher candidates as they move through the educator preparation program.

No additional Stakeholder Reports/Comments/Questions were added.

The next EPPAC meeting was announced for Tuesday, February 21, 6:30 Byrd Center for Legislative Studies Multi-Purpose Room

The meeting adjourned at 9:00 p.m.

Small Group Ratings of Individually Identified Dispositional Characteristics

Characteristics

Rank	Group 1	Group 2	Group 3	Group 4
1	Moral Character (integrity, honest, trustworthy)	Collaborative	Coachable	Ethical
2	Strong Interpersonal Skills (cooperative, team player, personable, emotionally stable, patient, good communicator)	Dedication/Hard Working	Punctual, consistent, reliable	Reliable
3	Positive	Knowledgeable/Learning	Culturally Competent	Collaborative
4	Problem Solver	Flexible, Open minded, responsive, inclusive	Perseverant	Self-Motivated/Reflective
5	Enjoys Kids	Creative	Dedicated	Creative
6	Motivated (eager to learn) growth mind-set, committed	Ethical, Integrity	Able to Prioritize	
7	organized	Communication	Analytical.	
8	reliable	Self-Aware, Reflective	Flexible/Open Minded	
9			Collaborative	
10			Level-Headed	
11			Organized	
12			Positive	
13			Leader	
14			Forward Thinking	

Results of EPPAC Meeting Disposition Activity

In addition to the Pro05s done in university courses, dispositional expectations are outlined in the Shepherd University Code of Conduct for Teacher Candidates in the field (See SU Code of Conduct). Students sign a statement before beginning each field placement verifying that they have read, understand and will abide by the code of conduct. A process for addressing dispositional concerns in the field is outlined in section IV of the code. (See Below)

Violation of Shepherd University Code of Conduct for Teacher Candidates in the Field

Any instance in which the TC has not abided by the Shepherd University Code of Conduct for Teacher Candidates in the Field is a violation of such. In situations in which the TC has not abided by any of the criteria in the Shepherd University Code of Conduct for Teacher Candidates in the Field, the course professor may use discretion as to how any violations will be addressed. Possible outcomes, including but not limited to the following, might be: (1) verbal counselling, which may be documented, in a meeting of the professor and the TC, which may include the cooperating teacher or others as deemed appropriate by the professor, to discuss the violation and what steps must be taken by the TC to improve professionalism; (2) the development of a contractual agreement of remediation between the course professor and student in which the professor sets forth criteria that would serve as evidence of improvement; (3) suspension from field placement until completion of a contractual agreement of remediation that shows evidence that the TC is prepared to re[enter field placement]; (4) involuntary withdrawal from practicum; or (5) expulsion from the teacher education program.

By signing this "Letter of Agreement" I am confirming that I have read, wholly understand, and will abide by the Shepherd University Code of Conduct for Teacher Candidates in the Field. If I commit any infraction upon the Shepherd University Code of Conduct I understand that such may be reviewed by Shepherd University personnel who will address the matter accordingly in a timely, professional, and objective method. Possible repercussions that may result of any infringement or infringements could include but are not limited to meeting with the Shepherd University personnel to undergo a remedial plan prior to re[entering the field placement or expulsion from the respective course and/or teacher education program.

Name (printed): _____

Name (signed): Date: // _____

Request for Modification of the Shepherd University Code of Conduct for Teacher Candidates in the Field

This request must be submitted no less than two weeks prior to field placement to the Request for Modification subcommittee of the Professional Education Unit Council. Accommodations associated with a special need will be coordinated through the Office of Disability Support Services and Request for Modification Subcommittee of the Professional Education Unit Council. Please check any and all justifications you are seeking for any modification of the Shepherd University Code of Conduct for Teacher Candidates in the Field:

- Religious beliefs
- Special needs
- Other

Provide a brief, written rationale as to why you are making the request.

By signing this "Request for Modification of the Shepherd University Code of Conduct for Teacher Candidates in the Field" document, I am confirming that I have read, wholly understand, and will abide by the Shepherd University Code of Conduct for Teacher Candidates in the Field regardless as to whether or not my request is approved or denied. I am also confirming that I wholly understand that the right to deny this request is reserved by the respective Shepherd University personnel that review my request.

Please sign and date:

Name (printed): _____

Name (signed): Date: // _____

This section is to be completed by the Request for Modification Subcommittee of the Professional Education Unit Council.

Request for Modification: (circle one) Granted Denied

Provide a brief written rationale as to why this request has been granted or denied.

Course Instructor's Signature: _____ Date: //

Issues highlighted by the Pro05 in class may also be seen in a practicum despite the SU Code of Conduct. One case in point, Student C, is provided to illustrate. After multiple warnings about being late and unprepared, the lack of a professional disposition culminated when Student C's supervisor came to the school for an observation and found that he had not come to school that day leaving the teacher to teach without warning. Following a pattern of lack of communication and unexcused and uncommunicated absences, C was given the option of withdrawing voluntarily or being withdrawn involuntarily. C was later readmitted with conditions following review of the situation and Pro05's from previous semesters by an ad hoc committee. The behavior that led to his withdrawal from the practicum was resolved and feedback from the course instructor indicates that he will have a very strong Pro05

Pro05's for C - Social Studies Specialization

Semester	EDUC 150	EDUC 200	EDUC 360	EDUC 320	EDUC 370	EDUC 422	EDUC 380	EDUC 443	EDUC 443
Personal Characteristics	Fall 12	*	Spring 14	Fall 14	Fall 15	Spring 16	Spring 16	Spring 2016	Fall 16
Personal Integrity	5		2	6	5	5	0	4	
Seriousness of Intent	3		2	6	4	5	0	1	
Interpersonal Skills	5		2	6	4	6	0	1	
Acceptance of Responsibility	3		2	6	4	4	0	1	
Appropriate Role Model	5		2	5	4	6	0	4	
Intellectual Curiosity	5		2	6	6	6	0	1	
Communication Skills	5		2	5	4	5	0	3	
Professional Characteristics									
Willingness to Commit to Professional Development	3		2	6	4	5	0	1	
Capacity for Professional Development	6		2	6	6	6	0	5	
Appreciates Diversity and Dignity of Individuals	6		2	6	5	6	0	0	
Engages in Critical Discourse	4		2	5	4	6	0	1	
Commits to Action, Interpretation, Critical Reflection Cycle	4		2	6	4	5	0	3	
Total									
Recommended for Teaching	Yes		Yes	Yes	Yes	Yes	Not Sure	Not Sure	

*Data no recorded in TK 20

Instructor Comments

150 I believe that C has the potential to be an effective teacher. His comments and ideas, especially those expressed later in the course, showed increased maturity and insight over earlier work. I hope he will continue this

200 Data is missing from the TK20 database

360 C was absent more than 3 class periods and did not participate a lot in class. I didn't really get a chance to know him

320 C made great contributions to this class and demonstrated growth from the beginning of the class. He had an enlightening field experience in an interesting social studies class. Mike contributed to discussions. He has a great sense of humor and he has the potential to be an excellent teacher.

370 At times C was unprepared, but usually he made carefully-considered valuable contributions to class discussions. C's teaching experiences were successful, and his content knowledge is excellent.

422 Awesome and creative lessons (especially NEARPOD). Late on some posted assignment time tables/class times, but provide solid and thoughtful work once completed.

443 First Attempt C was consistently late for class and had difficulty being prepared and showing initiative as needed for coordinating his field work. These same characteristics carried over into his work with his cooperating teacher and led to his withdrawal from the field placement. I believe that he has the capacity to be a good teacher, but he needs to resolve the personal issues that have impacted his ability to succeed in this class. I believe that once he has some coping mechanisms in place, he has the actual knowledge and capacity to learn to teach that could enable him to be a good teacher. However, he will have to show that he is engaged in class with content and expectations, and show that he is willing to give 100% effort if he attempts EDUC 443 a second time

443 Second Attempt: Informal conversation with instructor indicates excellent dispositions in both class and field.

Addendum: At the time of CAEP report submission, this student was excelling in his student teaching placement and no additional dispositional issues have been noted.