

PRE-JUNCTURE I – WITHDRAWAL PROCEDURES

The following procedures pertain to withdrawals from a field placement by students who have declared education as a major or minor but who have not formally been admitted to the Educator Preparation Program [EPP] through the Juncture process.

Voluntary Withdrawal

Teacher candidates have the right to terminate their field placements at any time. The candidate's responsibilities:

- Provide written notification to school/district and SU personnel of decision and reason(s) for withdrawal.
- Withdraw from SU course, if applicable.
- Return any materials, records, and/or keys to school personnel.
- NOTE: Teacher candidate may be evaluated by the Educator Preparation Program Committee [EPPC] for future retention in Educator Preparation Program [EPP].

Involuntary Withdrawal

Teacher candidates may be removed from practicum placement under any of the following circumstances:

1. **Formal request by public school administrator and/or facilitating/cooperating teacher to terminate placement.**

ACTION:

- Termination is immediate.
 - Teacher candidate shall be informed of decision by university personnel.
- NOTE: Teacher candidate may be evaluated by the Educator Preparation Program Committee [EPPC] for future retention in the Educator Preparation Program [EPP].

2. **Teacher candidate does not demonstrate an acceptable level of competence and/or behavior as evidenced by:**

- Negative evaluations by public school and/or university personnel; and/or
- Requests by public school personnel for additional support and/or re-evaluation of candidate's ability; and/or
- Misrepresentation of time spent in the field/practicum classroom setting on submitted Log of Hours.

ACTION:

- Candidate shall be informed in writing of inadequate performance and/or inappropriate behavior by school/district and/or university personnel.
 - Candidate shall be given an opportunity to correct deficiencies, if applicable, within a given time period. Additional supervision may be provided.
 - Candidate will be re-evaluated for retention or removal.
 - Removal requires written notification and justification by the CEPAC.
 - NOTE: Teacher candidate may be evaluated by the Educator Preparation Program Committee [EPPC] for future retention in the Educator Preparation Program [EPP].

POST JUNCTURE I WITHDRAWAL PROCEDURES

The following procedures pertain to withdrawals from a field placement by students who have been formally admitted to the EPP through the Juncture process but who have not yet entered the student-teaching experience.

Voluntary Withdrawal

Teacher candidates have the right to terminate their practicum placements at any time. The candidate's responsibilities include:

- Provide written notification to school/district and SU personnel of decision and reason(s) for withdrawal.
- Withdraw from SU course, if applicable.
- Return any materials, records, and/or keys to school personnel.
- NOTE: Teacher candidate may be evaluated by the Educator Preparation Program Committee [EPPC] for future retention in the Educator Preparation Program [EPP].

Involuntary Withdrawal

Teacher candidates may be removed from practicum placement under any of the following circumstances:

1. **Formal request by public school administrator and/or facilitating/cooperating teacher to terminate placement.**

ACTION:

- Termination is immediate.
- Teacher candidate shall be informed of decision by university personnel.
- Teacher candidate shall be evaluated by the Educator Preparation Program Committee [EPPC] for future retention in the Educator Preparation Program [EPP].

2. Teacher candidate does not demonstrate an acceptable level of competence or behavior as evidenced by:

- Negative evaluations by public school and/or university personnel, and/or
- Requests by public school personnel for additional support and/or re-evaluation of candidate's ability.
- Misrepresentation of time spent in the field/practicum classroom setting on submitted Log of Hours.

ACTION:

- Candidate shall be informed in writing of inadequate performance and/or inappropriate behavior by school/district and/or university personnel.
 - Candidate shall be given an opportunity to correct deficiencies, if applicable, within a given time period. Additional supervision may be provided.
 - Candidate will be re-evaluated for retention or removal.
 - Removal requires written notification and justification by the CEPAC.
 - NOTE: Teacher candidate may be evaluated by the Educator Preparation Program Committee [EPPC] for future retention in the Educator Preparation Program [EPP].

PROFESSIONAL DISPOSITIONS AND EVALUATION

Shepherd University

School of Education and Educator Preparation Program Council [EPPC]

Statement of Commitment Regarding Professional Educator Dispositions

The School of Education, in collaboration with all members of the Educator Preparation Program Council, as well as all stakeholders and P-12 partners within and without the University, are responsible for preparing teacher candidates who have acquired the requisite knowledge, skills, and dispositions to become effective educators. Therefore, your chosen program of study prepares you to demonstrate knowledge, skills, and dispositions expected of excellent education professionals. Faculty and/or school personnel will evaluate your demonstration of these dispositions and provide you with feedback about your progress throughout your chosen program of study within the EPP at Shepherd University.

Professional dispositions include the attitudes, values, commitments, and ethics expected of professional educators, such as the ideal of fairness and the belief that all students can learn. [The Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the [Teacher as Reflective Problem Solver \(TARPS\)](#) conceptual framework each and all clearly and specifically articulate the behaviors expected of all education professionals.

Each teacher candidate at Shepherd University will develop an understanding that the dispositions identified in the Teacher Candidate Disposition Assessment (TCDA) [outlined herein] apply to the university setting, university courses, pre-service and field-based practicum experiences, as well as the final student teaching and/or residency internship. Each candidate will further recognize that a strong correlation exists between the dispositions of teachers and the quality of their P-12 students' learning. Candidates will come to understand that teachers who care about their students and are willing to exert the effort needed to ensure their classroom become a productive learning environment also possess the professional dispositions outlined in the TCDA. Candidates will come to understand and value the assessment of their own professional dispositions throughout the Educator Preparation Program and acknowledge the impact of these evaluations on decisions made regarding their eligibility to successfully complete their respective educator preparation program at Shepherd University. As such, the following assessment applies and must be acknowledged as part of the Juncture application process.

Teacher Candidate Disposition Assessment (TCDA)

The Teacher Candidate Disposition Assessment (TCDA) is a measure of a teacher candidate's dispositions that evaluates nine dispositions with 91 indicators. All are equally important. There are three scoring levels: Meets Expectations (2), Developing (1), and Needs Improvement (0). A teacher candidate will be assessed a minimum of eight (8) times using the TCDA: EDUC 200, EDUC 360, EDUC 320; during each pre-service field experience/placement; at Juncture 1/admission to EPP; at Juncture 2/admission to student teaching and/or the yearlong residency; twice during student teaching and/or the yearlong residency (mid-term/mid-point and final).

Shepherd University School of Education – Teacher Candidate Disposition Assessment (TCDA) Policy

All education majors (BA and MAT students) are informed of the use and purpose of the TCDA in coursework prior to admission into the Educator Preparation Program (EPP), in the Practicum Manual, and in other materials published by the School of Education at Shepherd University. Candidates are aware the dispositions identified on the TCDA are categorized descriptions of teacher behavior that affect positive influence in the professional setting and promote gains in P-12 student learning. They are aware a score of "0" on any disposition indicates insufficient demonstration of a given dispositional trait. The first exposure to the TCDA is in an introductory education course with subsequent discussions and activities regarding dispositions and their importance in the classroom. The TCDA is then administered at specific checkpoints throughout the educator preparation program, as outlined above. If a candidate's

disposition becomes a concern outside these scheduled checkpoints, university personnel as well as facilitating/cooperating teachers and/or building principals can elect to assess a candidate's disposition at any time.

Additionally, the TCDA may be completed for a candidate who needs improvement or requires additional development on any specific disposition(s). Shepherd's EPP policy states if a TCDA is completed for a candidate any time other than the stated checkpoints, the TCDA will be completed either as a "Conference without a Formal Improvement Plan (FIP)" or a "Conference with a Formal Improvement Plan (FIP)" described in the below section entitled "TCDA Candidate Intervention/Remediation."

If it is determined that a FIP is warranted, the teacher candidate will meet with representatives from the School of Education and/or Educator Preparation Program Council (EPPC), as appropriate. These representatives may include the Director of the School of Education, the Coordinator of Educator Preparation (CEPAC), the Field Placement Coordinator, the course professor (if applicable), and/or additional individuals as deemed appropriate. The SOE/EPPC representatives will work with the teacher candidate to develop a FIP, which is an actionable plan to remediate the concern(s). Follow-up meetings will be conducted as deemed necessary and appropriate. After a recommended amount of time, an Outcomes, Results of Intervention, and Remediation Plan (ORIR) form will be completed to monitor progress.

TCDA Candidate Intervention/Remediation Plan

The evaluation of dispositions must include performance feedback to candidates when issues or concerns are raised followed with an intervention/remediation plan for professional development. The following describes how the intervention/remediation will occur within the School of Education/EPP at Shepherd University: Receiving an unacceptable dispositional rating on the TCDA is taken seriously by the School of Education/EPP. The candidate receiving an unacceptable dispositional rating will be assigned one of the following action plans at the discretion of School of Education / EPP faculty, depending on perceived severity of the disposition in question. Interventions are intended to help the candidate achieve expected targets and benchmarks required to successfully complete the education program.

1. Conference without Formal Improvement Plan (FIP):

This level of intervention is handled by course professor(s), Field Placement Coordinator and/or CEPAC, or Director of School of Education directly with the candidate by recommending specific actions the candidate must take in order to improve the disposition/s where an unacceptable rating was assigned. A follow-up conference will be held at the discretion of School of Education / EPP faculty to determine if the disposition concern has been improved. Should a candidate not agree to comply with the assigned interventions, the Formal Improvement Plan intervention process will be initiated.

2. Conference with Formal Improvement Plan (FIP) with EPPC:

This level of intervention is handled by representatives from the Educator Preparation Program Council, which includes the Director of the School of Education, the Coordinator of Educator Preparation (CEPAC), the Field Placement Coordinator, faculty members, and additional individuals as deemed appropriate. Intervention or remedial activities may include, but are not limited to, reduced course load, repetition and/or audit of same course, and guided study. Intervention/remediation could also require enrollment in a variable-credit hour course: EDUC 390 – Experiential Learning. Interventions will be documented on the Candidate Formal Intervention Plan form.

The Candidate FIP form is completed by the appropriate university personnel, School of Education Director, and/or CEPAC. Completed FIP forms are placed in the candidate's departmental file and a record is noted on the candidate's advising record. If necessary, the EPPC will complete an Outcome, Result of Intervention, and Remediation (ORIR) form, depending on the completed FIP. Completed ORIR forms are placed in the candidate's departmental file and a record is noted on the candidate's advising record. Candidates will be provided with copies of all completed TCDA, FIP, and ORIR forms.

If a candidate receives an Educator Disposition Assessment for the same dispositional concern more than once, they will be required to attend a conference with the EPPC, and a Formal Improvement Plan (FIP) will be developed. If the candidate's dispositions fail to improve, the EPPC has the option of dismissing the individual from the EPP.

NOTE: Serious Dispositional Violations

In certain cases, some dispositional violations may require immediate removal of the candidate from working with P-12 learners or engaging in the teacher candidate program. These include, but are not limited to, the following:

- Child abuse and/or neglect
- Inappropriate relationships with students
- Failing to report legal issues
- Violating SU and/or state/local policies for working with minors