

# ***TCDA Policy for Juncture Application(s)***

## **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 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 an 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 a Teacher Candidate 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.

## **SU Educator Preparation Program – TCDA Acknowledgement and Agreement**

Application into the Educator Preparation Program at Shepherd University requires applicants read and sign the following statement, indicating they understand and accept the content and purpose of the TCDA, Shepherd's TCDA Policy, and all other policies/statements made above. **A copy of this signed agreement must accompany candidate's application for Juncture I and will remain on file within the School of Education at Shepherd University until the candidate's completion of and/or dismissal from the EPP.**

*The applicant acknowledges that dispositions identified in the Teacher Candidate Disposition Assessment (TCDA) 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. The applicant recognizes that a strong correlation exists between the dispositions of teachers and the quality of their P-12 students' learning. The applicant knows that teachers who care about their students and are willing to exert the effort needed to ensure the classroom is a productive learning environment, possess the professional dispositions outlined in the TCDA. The applicant is aware their own professional dispositions will be assessed throughout the Educator Preparation Program and will have a bearing on decisions made regarding their eligibility to complete their education program in a successful manner.*

**Candidate Name (print): \_\_\_\_\_ Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_**