

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
DEPARTMENT OF EDUCATION
Professional Dispositions Plan

Teacher Candidate: Jesslyn (Jesse) McClearia

Advisor: Dr. Sarah A. Roller

Evaluated during: Block 1: Block 2:

Block 3: Block 4:

Semester during which plan was developed: end of Spring 2019

Semester for re-evaluation of dispositions: end of Fall 2019

Advisor/Interviewer: Based on faculty and field experience teacher evaluations, indicate the dispositions in which the candidate needs to show improvement.

<input type="checkbox"/>	1. Scholarship	<input type="checkbox"/>	8. Tact and Judgment
<input type="checkbox"/>	2. Written Expression	<input type="checkbox"/>	9. Multicultural Sensitivity
<input type="checkbox"/>	3. Oral Communication	<input checked="" type="checkbox"/>	10. Reliability/Dependability
<input type="checkbox"/>	4. Intellectual Curiosity	<input type="checkbox"/>	11. Flexible
<input type="checkbox"/>	5. Respect for Others	<input checked="" type="checkbox"/>	12. Attendance/Punctuality
<input type="checkbox"/>	6. Interaction with others	<input type="checkbox"/>	13. Professional Appearance
<input type="checkbox"/>	7. Initiative	<input type="checkbox"/>	14. Other (please specify)
<input type="text"/>			

Candidate: I understand that one copy of this plan will be placed in my file and one will be sent to me. I also understand that I will need to initiate an appointment with my advisor next semester to evaluate my progress. I plan to take the following specific actions to improve my dispositions:

Jesse experienced a severe manic episode during Spring 2019 that impacted her course work, specifically regarding attendance of her courses (attendance/punctuality) and her ability to complete work on time (reliability/dependability). Jesse has filed with disabilities services, and is currently working at completing assignments that were missed.

During her TEP interview, we discussed how these types of responsibilities will be something that she will need to learn to manage with the help of her medical professionals. We (professors) can be supportive and accommodating at the college level, but it will be important that Jesse can demonstrate the dispositions of attendance/punctuality and reliability/dependability with success prior to starting her internship when students will be counting on her. This professional development plan will be reviewed again at the end of the Fall 2019 semester.

Teacher Candidate Signature: Jesslyn McClearia

Date: 5/7/19

Advisor/Interviewer Signature: Sarah A. Roller

Advisor/Interviewer: Print 2 copies of completed form; sign; give 1 copy to candidate and the other to Staff Assistant to be filed in candidate's folder. Email an e-copy to Chair. E-PDP will be available in the candidate's electronic file (go to Z:POS/MasterList).

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
DEPARTMENT OF EDUCATION
Professional Dispositions Plan

Teacher Candidate:

Advisor:

Evaluated during: Block 1: Block 2:

Block 3: Block 4:

Semester during which plan was developed:

Semester for re-evaluation of dispositions:

Advisor/Interviewer: Based on faculty and field experience teacher evaluations, indicate the dispositions in which the candidate needs to show improvement.

- | | |
|---|---|
| <input type="checkbox"/> 1. Scholarship | <input type="checkbox"/> 8. Tact and Judgment |
| <input type="checkbox"/> 2. Written Expression | <input type="checkbox"/> 9. Multicultural Sensitivity |
| <input checked="" type="checkbox"/> 3. Oral Communication | <input checked="" type="checkbox"/> 10. Reliability/Dependability |
| <input type="checkbox"/> 4. Intellectual Curiosity | <input type="checkbox"/> 11. Flexible |
| <input type="checkbox"/> 5. Respect for Others | <input type="checkbox"/> 12. Attendance/Punctuality |
| <input type="checkbox"/> 6. Interaction with others | <input type="checkbox"/> 13. Professional Appearance |
| <input type="checkbox"/> 7. Initiative | <input type="checkbox"/> 14. Other (please specify) |

Candidate: I understand that one copy of this plan will be placed in my file and one will be sent to me. I also understand that I will need to initiate an appointment with my advisor next semester to evaluate my progress. I plan to take the following specific actions to improve my dispositions:

Eve submitted all of her assignments for ED410 during the Spring 2019 semester, however three small assignments were late (ranging from hours to multiple days) and both larger papers were late by multiple days and required Dr. Roller to inquire about the progress. Submitting late assignments suggests the teacher candidate may need to continue developing their reliability/dependability disposition.

This professional development plan is a reminder that Eve will need to complete assignments on-time during the Fall 2019 semester and/or professional communication with the professor should ^{circumstances arise} ~~also arise around circumstances~~ that require an extension. This professional development plan will be reviewed again at the end of the Fall 2019 semester.

Teacher Candidate Signature:

Date:

Advisor/Interviewer Signature:

Advisor/Interviewer: Print 2 copies of completed form; sign; give 1 copy to candidate and the other to Staff Assistant to be filed in candidate's folder. Email an e-copy to Chair with cc to Gina Thayer. E-PDP will be available in the candidate's electronic file (go to Z:POS/MasterList).

Ben Brackney's PDP addendum and teacher accommodations

Teacher candidates must be able to carry out what K-12 schools define as the "essential functions" of the job. The list of Essential Functions can be found in the UAH College of Education Handbook. Current faculty has assessed Benjamin as needing improvement in the following essential functions:

- Possesses visual, auditory and/or sensory functions sufficient to navigate school related environments in order to ensure safety.
- Demonstrates fluid communication skills which can be understood by individuals who are unfamiliar with the individual's speech patterns.
- Utilizes eye contact and body language appropriate to the educational setting.

To ensure that the candidate is meeting these essential functions, Benjamin will need to do the following:

- (1) Articulate the name and nature of his disability and identify accommodations he finds/has determined to be beneficial for himself
- (2) Meet with Dr. Lampley monthly to review progress in field experiences.
- (3) Set up a minimum of 3 appointments with professors to observe candidate's teaching in field placement. Candidate is also responsible for arranging a follow up meeting with the appropriate professor after the observation.

The following accommodations will be provided to Ben by his instructors (per disability services):

- (1) Allow Ben to meet with professor outside of class to repeat any instructions given in class to ensure he understood all the criteria.
- (2) Provide instructions in bullet point format when possible.
- (3) Videotape Ben's teaching to assist in learning. Use a rubric to identify voice, body posturing, engagement and conversation and then go over with Ben in private. Encourage Ben to try using the same rubric when doing his own field observations.
- (4) Allow Ben to use a recording device during lectures for his personal use
- (5) Extend time for exams 1 ½ times.

It is also recommended that faculty direct social skills instruction and behavior replacement (in private) regarding behaviors not considered socially appropriate such as self-talk, rocking, hand mannerisms, and sniffing.

There will be a review at the end of the fall semester. If the candidate does not demonstrate sufficient growth in the above essential functions, he will be dismissed from the program.

I have met with Dr. Lampley in regards to improving two of my professional teaching dispositions. These include:

- Reliability/Dependability—The teacher candidate attends to tasks or duties without prompting and communicates any issues that may arise in a timely manner. For example, any assignment must be completed fully without the need for reminders. This also includes responding to ALL emails within 24 hours (48 hours if a weekend) to acknowledge the receipt of the message and to address the content in the email, or contacting professors if you run into any difficulties with assignments. Additionally, if meetings have been set, the candidate will show up to the meeting on time, without incident. If issues arise, the candidate lets the professor know (with plenty of time) the candidate cannot make the meeting. Finally, Ethan must complete tasks assigned by the mentor teacher on time, with no excuses as to why the task could not be completed.
- Scholarship—The teacher candidate will produce quality work in each of his classes and in his field experience. This means that Ethan will begin to think about, and begin the assignments well ahead of their due date. Once the assignment is completed, Ethan will review over each assignment to determine how it further be improved. Ethan will look at all rubrics before submitting all assignments to ensure all requirements of the assignment are complete.

Dr. Lampley will check in with Ethan's professor's periodically within the semester to determine Ethan's progress in all of his classes. This PDP will be reviewed again at the end of the Fall 2019 semester. Failure to adhere to the outline of this PDP, will result in Ethan's dismissal from the program. If Ethan receives disposition scores below a 3 from his mentor teacher, he will also be dismissed from the program.

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
DEPARTMENT OF EDUCATION
Professional Dispositions Plan: Teacher Candidates (pre-Student Intern)

Teacher Candidate:

Advisor:

Evaluated during: Semester 1: Semester 2:

Semester 3: Summer Term:

Semester during which plan was developed:

Semester for re-evaluation of dispositions:

Advisor/Interviewer: Based on faculty and field experience teacher evaluations, indicate the dispositions and needs to show improvement.

<input checked="" type="checkbox"/>	1. Scholarship	<input type="checkbox"/>	8. Tact and Judgment
<input type="checkbox"/>	2. Written Expression	<input type="checkbox"/>	9. Multicultural Sensitivity
<input type="checkbox"/>	3. Oral Communication	<input checked="" type="checkbox"/>	10. Reliability/Dependability
<input type="checkbox"/>	4. Intellectual Curiosity	<input type="checkbox"/>	11. Flexible
<input type="checkbox"/>	5. Respect for Others	<input checked="" type="checkbox"/>	12. Attendance/Punctuality
<input type="checkbox"/>	6. Interaction with others	<input type="checkbox"/>	13. Professional Appearance
<input type="checkbox"/>	7. Initiative	<input type="checkbox"/>	14. Other (please specify)
			<input type="text"/>

Candidate: I understand that one copy of this plan will be placed in my file and one will be sent to me. I also will need to initiate an appointment with my advisor next semester to evaluate my progress. I plan to take actions to improve my dispositions:

Hannah needs to make up 116 hours in her field experience placement. To do so, she will enroll in a special course in Spring 2018. There will be specific guidelines and assignments that Hannah must complete in this course. She will follow her routine schedule with her CT and she is expected to go to her placement at the same time/day every week. She will be enrolled in ED 607 in the Fall 2018 with an understanding that she needs to receive more As than Bs in her final classes to meet the 3.0. Non-compliance in the above plan can result in removal from the program.

Teacher Candidate Signature:

Advisor/Interviewer Signature:

ernship)

n which the candidate

vity

ability

uality

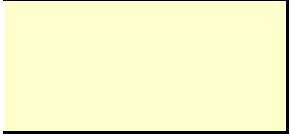
rance

fy)

o understand that I
e the following specific

al topics course in Fall
ill need to set up a
Hannah will Retake ED
bring her GPA to a

Date:



FORM 112: PROFESSIONAL DEVELOPMENT PLAN

Teacher Candidate: ID: <u>Zacoyia Adkins</u>	
Undergraduate: <u>Elementary Education</u>	Certification: <u>K-6 /Collaborative</u>
Advisor: <u>Dr. Meade</u>	
School: <u>UAH</u>	Grade/Subject: _____

Professional Development Plan: deficiencies in the following areas of performance were noted by the University Supervisor and the Cooperating Teacher. Specific objectives and time-lines designed to allow for growth and improvement in these areas must be **observed** and **documented** in order for the student teacher to continue with her student teaching.

Competencies:	Rating
1. CONTENT: <u>Demonstrates</u> understanding of the content being taught. <u>Provides evidence of</u> creating learning opportunities that connect students' prior learning to new concepts and other disciplines; selecting accurate, developmentally appropriate resources that are meaningful for students. Evidence: GPA	1
2a. TEACHING: <u>Provides evidence of</u> using multiple teaching and learning strategies to meet needs of students; aligning lesson and unit plans with the state and local curricular goals; using technology to increase student engagement. Evidence:	2a
2b. ASSESSMENT: <u>Provides evidence of</u> using a variety of assessments to plan instruction; ways of monitoring student performance and evaluating student learning; documenting impact of instruction on students. Evidence:	2b
2c. MANAGEMENT: <u>Presents evidence of</u> creating a fair, supportive, and consistent learning environment; implementing positive behavioral support strategies; using effective procedures and routines. Evidence:	2c
3. CRITICAL THINKING: <u>Presents evidence of</u> using strategies to promote critical thinking, problem-solving and inquiry; creating engaging problems that connect to students' lives; engaging students in higher order thinking. Evidence: GPA	3
4. DIVERSITY: <u>Provides evidence of</u> differentiating instruction appropriate to students' stages of development, learning styles, strengths, and needs; collaborating with resource personnel to increase student learning; embracing cultural, ethnic, and social differences. Evidence:	4
5. COMMUNICATION: <u>Presents evidence of</u> effective verbal, nonverbal, and media communication engaging to students; well-constructed written communication; oral communication using standard English. Evidence:	5
6a. COLLABORATION: <u>Provides evidence of</u> collaborating with colleagues, parents and the community to support students' learning and well-being. Evidence:	6a
	6b

6b. REFLECTION AND PROFESSIONAL DEVELOPMENT: Provides evidence of reflecting about teaching practice; engaging in opportunities to grow professionally.
 Evidence:

Objective/Responsibility	Desired Outcome	Responsible for Review	Frequency of Review/Checkpoint
Current cumulative GPA is 2.88	Zacoyia must maintain a minimum GPA of 2.75 in order to be eligible for the education program. A GPA below 2.75 will result in either suspension or removal from the program.	Dr. Smith Mrs. Robinson-Jones Dr. Meade	Mid-semester & end of semester
Maintain Grades	Zacoyia will provide her advisor with a grade status every month by the 15th of the month that is signed by the course instructor.	Dr. Meade	Monthly
Professionalism	Zacoyia has demonstrated difficulty with time management. This is evidenced by the late submission of assignments or the frequent requesting of additional time for assignments. All assignments will be submitted by deadline provided by syllabus or faculty. More than 2 late assignments will result in a meeting with the faculty to discuss continuation in the program.	All faculty	Monthly
Professionalism	Zacoyia is currently not an active participant in classroom discussions. She often appears to be asleep. Zacoyia will make an effort to spontaneously offer a minimum of 2 relevant and on-topic comments per class. These comments will not be direct responses to questions posed specifically to her by faculty.	All faculty	Three times per semester

Areas of Concern: Academics

Comments:

Faculty advisor offered assistance with contacting the UAH Counseling Center and the Student Success Center. Zacoyia declined both and expressed confidence that she could establish a planner with deadlines and maintain her GPA without assistance.

Suggested Steps for Correction:

1. Purchase a calendar or planner. Review each syllabus and write in each assignment and due date.
2. Create weekly "To-do" lists with due dates.
3. Contact the counseling center or the student success center for support or assistance as needed.
- 4.

Signatures on page 3/3

Candidate: I plan to take the following actions. I understand that one copy of this plan will be placed in my file and a copy will be given to me. I understand that my university supervisor will make announced and unannounced visits to assess my progress in the desired outcomes as outlined in the Professional Development Plan. I understand that my cooperating teacher will continue to use the evaluation tools as outlined in the Student Teaching Handbook. I understand that my continuation in this student teaching placement rests on my showing growth and improvement in the areas outlined by the Professional Development Plan. I understand that if I fail to meet the outcomes at the designated checkpoints, I may be removed from my placement and/or dismissed from student teaching.

Date for Progress Review: _____

Signature: _____ Date: _____
Student

Signature: _____ Date: _____
Department Chair

Signature: _____ Date: _____
University Advisor