



WAYNE STATE

College of Education

Educator Preparation Programs Candidate Statement of Commitment to Professional Dispositions

Impact

- Demonstrate the belief that all individuals can succeed
- Provide encouraging feedback to all individuals
- Respect and respond to individual needs
- Provide equitable learning and development opportunities for all
- Promote positive outcomes based on assessment results

Professional Identity and Continuous Growth

- Maintain positive attitudes in academic and professional settings
- Demonstrate professional appearance
- Act on constructive feedback from others
- Conduct self-assessments through reflection to overcome limitations and enhance strengths.
- Demonstrate self-initiated learning
- Communicate effectively and appropriately
- Show punctuality in meeting academic and professional obligations

Leadership

- Create opportunities for the mutual benefit of all involved
- Promote positive change through personal interactions, organizations, communities, and the profession
- Initiate, suggest, and contribute in appropriate ways
- Maintain knowledge of and disseminate information about current research and best practices

Advocacy

- Support and empower individuals from diverse backgrounds
- Include families and other stakeholders in planning for individual success
- Advocate for the social, emotional, physical, educational, behavioral, and basic needs of others
- Demonstrate empathy, professional self-confidence, fairness, persistence, problem-solving, and appropriate risk-taking on behalf of others

Collaboration

- Respond respectfully to individual perspectives and differences of others
- Engage in culturally responsive practices in interactions with learners, families, communities, and colleagues
- Share information and ideas with others
- Cooperate with university, school, and community personnel
- Collaborate to resolve differences and solve problems respectfully and reflectively

Ethics

- Demonstrate honesty, integrity, fairness, respect for others, and confidentiality.
- Comply with laws, policies, and procedures
- Accept responsibility for personal actions and behaviors
- Follow professional codes of ethics and the Wayne State University Code of Student Conduct
- Create and maintain appropriate interpersonal relationships in all settings

I have read the professional dispositions and indicators above. I agree and understand that developing and modeling professional dispositions is important to being an effective, professional educator. I understand that progress in my teacher education program depends upon successful demonstration of these professional dispositions.

Students will note their agreement with and commitment to the dispositions via Qualtrics when completing the self-assessment.

**Teacher Education Programs Professional Dispositions
Checkpoints, Procedures, & Resources**

Checkpoints	Instruction	Time of Assessment	Assessors			
			Student Self- Assess	Course Instructor	Supervisor	Mentor Teacher
Foundation Course						
TED 2200	<input type="checkbox"/> Explicit Instruction in Coursework <input type="checkbox"/> Video Supplement	<input type="checkbox"/> Student: Nov 15 <input type="checkbox"/> Student: Apr 1 <input type="checkbox"/> Instructor: Nov 15 <input type="checkbox"/> Instructor: Apr 1	Yes	Yes	No	No
Methods Courses						
<input type="checkbox"/> ELE 6210 (B-K) <input type="checkbox"/> ELE 6210 (PK-3) <input type="checkbox"/> ELE 6215 (3-6) <input type="checkbox"/> AED 5100/5650 (Art) <input type="checkbox"/> MAE 5150 (Math 5-9) <input type="checkbox"/> MAE 5150 (Math 7-12) <input type="checkbox"/> EED 6120 (ELA 7-12) <input type="checkbox"/> SCE 5060 (Sci 7-12) <input type="checkbox"/> SSE 6710 (SSE 7-12) <input type="checkbox"/> HPE 6520 (HPE K-12)	<input type="checkbox"/> Explicit Review in Coursework <input type="checkbox"/> Video Supplement	<input type="checkbox"/> Instructor: Nov 15 <input type="checkbox"/> Instructor: Apr 1	No	Yes	If needed	If needed
Student Teaching						
<input type="checkbox"/> TED 5791 (B-K) <input type="checkbox"/> TED 5780 (PK-3) <input type="checkbox"/> TED 5780 (3-6) <input type="checkbox"/> TED 5780 (5-9) <input type="checkbox"/> TED 5780 (7-12) <input type="checkbox"/> TED 5790 (Art) <input type="checkbox"/> TED 5780 (K-8) <input type="checkbox"/> TED 5790 (P-12) <input type="checkbox"/> HPE 6600 (HPET K-12)	<input type="checkbox"/> Explicit Review in Coursework <input type="checkbox"/> Video Supplement	<input type="checkbox"/> Supervisor: Nov 15 <input type="checkbox"/> Supervisor: Apr 1	No	No	Yes	If needed

** Faculty/Academic Staff, Supervisors, and Mentor Teachers may informally coach students on the COE Professional Teacher Education Dispositions at any time and have the option to assess as needed.

Dispositions Data Collection Procedures

- 1) Candidates' dispositions are assessed at three points in their respective programs: (1) TED 2200, (2) respective methods course, and (3) during student teaching.
- 2) Candidates receive explicit instruction in the TED 2200 course, and the dispositional expectations are explicitly reviewed in methods courses and during student teaching. Additionally, an overview video is provided for students to review at any time.
- 3) Candidates, instructors, and supervisors assess candidate dispositions and enter the data in Qualtrics. Instructors, supervisors, and candidates for each respective course are sent links as needed.
- 4) The COE data manager compiles data, and results are provided to the Director of Accreditation & Assessment and the appropriate Assistant Dean. Program-level data are then shared with program-area faculty.
- 5) The teacher candidate must meet dispositional expectations on all items by the time they are recommended for certification.

Dispositions Response Procedures

- 1) Candidates not meeting the dispositional expectations at the initial checkpoint will complete a self-developed performance improvement plan. An optional template for candidate use can be found in Appendix A. This plan will be submitted to the course instructor. Evidence of improvement is demonstrated by meeting dispositional expectations at the subsequent check-in.
- 2) Candidates who consistently do not meet dispositional expectations will be given a Student Support Plan (Appendix B). This plan may be initiated by faculty, academic staff, or supervisors. The Student Support Plan outlines the prior attempts to support the students, the continued areas for growth, action steps/goals, and deadlines by which the candidate must meet those goals. As stated in the support plan, if satisfactory progress toward meeting the support plan goals is not demonstrated, a teacher candidate will not be able to pass the course and will receive either a failing grade or a grade of "incomplete." The teacher candidate may file an appeal if progression is denied at any assessment point.
- 3) If the degree to which a teacher candidate is not meeting expectations is deemed severe, egregious, or habitual, it may result in the removal from the program. Removal proceedings will require action by the appeals board, which will review documentation, interview the teacher candidate and other stakeholders, and recommend a decision regarding program removal to the appropriate Assistant Dean.
- 4) Teacher Candidate Appeal: A teacher candidate may file a written appeal of a "Needs Support." The College of Education appeal policy can be found at: <https://education.wayne.edu/students/grade-appeal-policy>

Resources for Faculty and Students

Resources for Faculty Only	Resources for Students Only
<p>Faculty and Staff Resource Guide https://doso.wayne.edu/conduct/pdf/wsu_faculty-and-staff-resource-guide.pdf</p>	<p>WSU Writing Center http://www.clas.wayne.edu/writing/ Their mission is to create and advance knowledge, prepare a diverse student body to thrive, and positively impact local and global communities.</p>
<p>Office of Teaching and Learning (OTL) https://otl.wayne.edu/</p>	<p>Office of Multicultural Student Engagement https://omse.wayne.edu/</p>
	<p>Campus Health Center https://health.wayne.edu/ Campus Health Center provides health care services to prevent and treat common physical illness. The health and well-being of students at WSU is their top priority. They keep students healthy so they can attain their educational and personal goals.</p>
Resources for Students, Faculty, Academic Staff, & Supervisors	
<p>Dean of Students https://doso.wayne.edu/</p> <p>Student Conduct, Support, and Intervention https://doso.wayne.edu/conduct</p>	<p>Counseling & Psychological Services (CAPS) https://caps.wayne.edu/ CAPS provides free and confidential mental health assessment, counseling, case management, and referrals to currently registered Wayne State students, along with consultation and outreach to the Wayne State University community.</p>
<p>Student Disability Services (SDS) https://studentdisability.wayne.edu/ SDS serves as a resource for the Wayne State University community to ensure academic access and inclusion for students, supporting a view of disability guided by social, cultural, and political forces. We work to create an inclusive academic environment by promoting universal design throughout the university. SDS provides academic accommodations, resources, and training in assistive technology to foster self-advocacy and success for students with disabilities.</p>	<p>Academic Success Center (ASC) https://success.wayne.edu/ ASC mission is to ensure that all Wayne State University students become self-determined learners who graduate prepared to achieve their professional and personal goals. We accomplish this through instruction and services that support students' development of skills and habits to achieve academic excellence.</p>
<p>Office of International Students and Scholars (OISS) https://oip.wayne.edu/oiss OISS is here to assist international students in many areas during their studies at WSU. We help international students maintain their status and assist them with issues such as cultural adjustment, immigration regulations, and other questions, concerns, or problems.</p>	<p>Police and Campus Safety https://police.wayne.edu/ Maintaining the security of this community is the responsibility of the Wayne State University Police Department, whose officers engage Warriors, patrol campus and surrounding areas, offer important safety resources, and respond to emergencies.</p>

APPENDIX A

Self-Developed Plan Template

NAME:

Reflection: We encourage you to **pause and reflect** *before* responding to the following:

1. How am I contributing to this pattern or my challenges?
2. What adjustments will I make to work toward improvement?
3. What support do I need, and from whom, to help me be successful?

Proposal:

Upon successful completion of the items I list below and my showing improvement in each area, I will demonstrate that I have made consistent progress in areas for improvement. This will be confirmed by the subsequent dispositional evaluation.

I will pay particular attention to the following:

- List items referenced in the dispositional feedback.

I will improve my performance in the areas listed above by implementing the following:

- List specific action steps with deadlines.

Signature/Date:

Teacher Candidate: _____

Date: _____

APPENDIX B

Student Support Plan Teacher Education Division

Purpose

The purpose of the TED Student Support Plan is to formalize a support plan for students who need targeted goals and supports in order to be successful in their academic program. Before this support plan is utilized, the following steps should be taken. This is true for all course instructors and/or field supervisors.

- Meet with the student as soon as concerns are recognized and help the student develop ideas and recommendations to support his/her/their success.
- As needed, have follow-up meeting(s) with the student.
- Continue to monitor progress and provide feedback on successes and continued areas of growth.
- If progress is not exhibited, speak with the student’s advisor and share the concerns. Ask the advisor for any assistance in supporting the student. Continue to monitor progress.
- If the student is still struggling, notify the program coordinator of the concerns and seek advice on supporting the student.
- If the student continues to struggle, it might be time to implement this Student Support Plan.
- If you are concerned about a student’s mental health, health, etc., please contact [Counseling and Psychological Services](#) (CAPS)
- Note: in cases of egregious behaviors, notify the advisor, program coordinator, & TED Assistant Dean immediately.

Student Support Plan Procedures

- The initiator of the Student Support Plan is responsible for the following
 - o Complete Parts 1, 2, and 3.
 - o Set up a meeting with the student and the advisor to discuss the purpose of the support plan, the continued areas for growth, and the specified goals/timelines. Share specific examples of struggles and recognize any areas that were improved over time. If the support plan includes continued concerns related to field experiences, ensure that the Director of EdP&E is invited to the meeting. NOTE – the advisor attends as an advocate for the student.
 - o Ensure that all members on the distribution list receive a copy of the signed Student Support Plan at the conclusion of the meeting.
 - o Provide a copy of this completed and signed form to Academic Services for inclusion in the student file.
 - o Report any concern related to academic integrity to the [Dean of Students Office](#) so that documentation on the student may be maintained.
- Faculty/staff may submit a request to the Academic Services Division to find out if additional Student Support Plans are on file for this same student.

Student Name		Access ID	
Date of Conference		Program	
Initiator of Conference		<input type="checkbox"/>	Undergraduate
Faculty/Staff Present		<input type="checkbox"/>	Graduate

1. **Information.** Provide information on all communication (email, conversations, etc.) and support provided to this student prior to the implementation of this Student Support Plan. Include information about who has been involved in the communications as well.

2. **Areas(s) for Growth** (e.g., effective communication with others; tardiness/absenteeism; consistent struggles in program courses and/or field experiences, etc.) Ensure to align the Area(s) of Growth with the Action Steps in Part 3). Area(s) of Growth should be descriptive rather than interpretive.

3. **Action Steps.** Add/Remove rows as needed.

	Specific Action Steps & Measurable Outcomes	Due Date	Met/Unmet
1			<input type="checkbox"/> Met <input type="checkbox"/> Unmet
2			<input type="checkbox"/> Met <input type="checkbox"/> Unmet
3			<input type="checkbox"/> Met <input type="checkbox"/> Unmet

Agreement: By signing your name below, you are signifying your agreement with this Student Support Plan. A student who chooses not to sign the document indicates a refusal to accept these Action Steps. As such, the student will not be able to continue in the program. Provide an Explanation in Section 5.

Student refuses to accept these Action Steps.

Student accepts these Action Steps.

Role	Signature	Date
Teacher Candidate		
Conference Initiator		
Program Coordinator		
TED Assistant Dean		
Advisor		
Mentor Teacher (if field concern)		
Supervisor (if field concern)		
EdP&E Director (if field concern)		

Additional Information. Please add any additional information if/as needed, including an explanation if the student chooses not to sign this form and to agree to the action steps.

Distribution: A copy of this signed form should be provided to the following:	
<input type="checkbox"/> Student	<input type="checkbox"/> Program Coordinator
<input type="checkbox"/> Initiator of Conference	<input type="checkbox"/> Department Assistant Dean
<input type="checkbox"/> All faculty/administration/staff present	<input type="checkbox"/> COE Division of Academic Advising

Continued Concerns. Continued concerns and/or failure to meet action steps may result in one or more of the following:

<input type="checkbox"/> Course enrollment restriction	<input type="checkbox"/> Professional Assessment and/or counseling
<input type="checkbox"/> Field experience restriction	<input type="checkbox"/> Recommendation for dismissal from the program and/or college