

**MINUTES**  
**School of Education Meeting**  
**April 20, 2011**

Meeting commenced at 2:00 PM

In attendance: Dr. Erin Harrel, Dr. Martin Tawil, Dr. Regina Miller, Professor Elysha O'Brien, Professor Elaine Schaeffer, Dr. William Dwyer, Professor Joyce Rollins, Professor Mary Robertson, Dr. Christy Duda and Barbara Miley.

- I. Dr. Harrel welcomed everyone and thanked them for the professionalism, integrity, trust and respect that is demonstrated on a regular basis in the department.
- II. Dr. Harrel gave each person a flower pot with a packet of seeds and a word that described each person. Dr. Harrel then asked each person to draw a name and write down two or three things about the person using their descriptive word.
- III. Professor Elaine Schaeffer explained that she had been asked to serve on a committee that is developing a handbook for the faculty. She distributed copies of the table of contents from other colleges and asked everyone to take a look at them and make notes about their likes and dislikes. She asked that the copies be returned to her by Tuesday.
- IV. Dr. Duda distributed copies of the Dispositions Assessment Timeline and assessment form. She explained that the disposition process will be piloted with the students this summer. By the time that students take Practicum, there should not be any "Needs Improvement" on the assessment form. If it does appear, however, Dr. Tawil and the student will formulate a plan for remediation. Professor Schaeffer suggested that a comment box be included for each section of the form. Professor O'Brien asked if training would be given for the process. Dr. Duda confirmed that training would take place. Professor Rollins stated that adjuncts will also need to be trained. Dr. Duda stated that the D2 process will remain in place for infractions and does not need to be modified.
- V. Dr. Harrel asked if we want to submit for NCATE approval in the fall or wait another year. If we want to move forward in the fall, we need to complete a data review in late May. Dr. Harrel also stated that we need to complete the teacher and principal evaluation process in early June.
- VI. Professor Rollins asked that everyone think about the meeting schedule for next year and whether we want to meet every week for an hour or every other week for a longer period of time. Professor Rollins also asked that everyone maintain the open lines of communication.
- VII. Dr. Harrel stated that faculty will be expected to work/be on campus five days a week next year. The department luncheon was moved to May 5<sup>th</sup>. Professor Schaeffer suggested that the amount of lamination be monitored.

The meeting concluded at 3:10 PM.

Minutes submitted by Barbara Miley

INITIAL CANDIDATE  
DISPOSITIONS ASSESSMENT TIMELINE

Any time concerns or <b>exemplary actions</b> are identified or as required by department	Using Disposition Assessment Form; information discussed with the candidate	Anyone
Conclusion of Special Topics	Using Disposition Assessment Form as a part of application requirement	Self evaluation/Special Topics Professor
Conclusion to Practicum I	Using Disposition Assessment Form as a part of application requirement	Self evaluation/Practicum I Professor
Conclusion to Practicum II	Using Disposition Assessment Form as a part of application requirement	Self evaluation/Practicum II Professor/Mentor teacher evaluation.
Program Completion	Using Disposition Assessment Form; Review of all disposition data	Self evaluation/ Education and academic supervisors
Two years after licensure	Follow-up survey	Self evaluation/ Principal at employed school/Dean

In order to progress in the program, students must meet or exceed all areas of assessment. If at any time a student receives a score of Needs Improvement or Unacceptable, all of the student's professors will be asked to complete a disposition assessment for that student. If a student has applied for the next semester but does not meet standards, a professional development plan will be created by the Coordinator of Academic and Student Success and the student.

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
<b>Commitment to Professionalism and Ethical Standards</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Is honest and trustworthy in communications and interactions with others	0	1	2	3
Demonstrates ethical behavior and maintains confidentiality	0	1	2	3
Has professional appearance	0	1	2	3
Accepts and integrates constructive criticism and feedback to improve skills	0	1	2	3
Attends class on a regular and punctual basis	0	1	2	3
Arrives to class on time, returns from breaks on time, and remains in class	0	1	2	3
Remains in field experience placement for the entire scheduled time	0	1	2	3
Comes to class prepared and ready to contribute	0	1	2	3
All course task are completed with quality and in a timely manner	0	1	2	3
Communicates with instructors/mentor teachers in a timely manner if late or absent notification is given.	0	1	2	3
<b>Desire to Analyze/Evaluate Concepts and Clinical Practices, to Experiment and to Evaluate and/or Initiate Innovative Practice</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Is accepting of constructive feedback from others	0	1	2	3
Is curious and willing to experiment with new ideas and techniques	0	1	2	3
Recognizes personal limitations and seeks to compensate/overcome them	0	1	2	3
Recognizes personal strengths and seeks ways to enhance them	0	1	2	3
Conducts self assessment through reflection	0	1	2	3
Is familiar with research and efforts of professional organizations in their field	0	1	2	3
Demonstrates awareness of new ideas	0	1	2	3
<b>Belief in Having High Expectations for All Learners</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Provides encouraging feedback to all students	0	1	2	3
Responds to the needs of all learners	0	1	2	3
Is respectful of and responsive to individual differences	0	1	2	3
Provides equitable learning opportunities for all	0	1	2	3
Considers backgrounds, interests, and attitudes of all students when planning	0	1	2	3
Establishes a safe and supportive climate for working and learning	0	1	2	3
<b>Commitment to Collaboration with Other Professionals to Improve the Overall Learning of Students</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Is willing to share information and ideas with others	0	1	2	3
Works well with others to develop opportunities for peer and student learning	0	1	2	3
Listens to alternative views	0	1	2	3
Collaborates with diverse people	0	1	2	3