

Elon University Teacher Education Program
PDAP Process: Addressing Professional Dispositions/Academic Performance Concerns

Overview and Purpose

Our goal as teacher educators is to ensure that teacher candidates who graduate from the Elon University Dr. Jo Watts Williams School of Education Teacher Education Program are excellent beginning teachers who demonstrate professional knowledge, skills, and dispositions. While serious concerns about performance do not occur often, when a concern does exist, it is best for the teacher candidate and EPP to address it honestly and directly. The Professional Dispositions/Academic Performance (PDAP) process has been created for this purpose.

- The PDAP process documents the interventions required for teacher candidates (or applicants) who demonstrate inadequate performance in areas related to professional dispositions and/or who demonstrate patterns of inadequate academic or candidate performance in courses or clinical settings.
- Information provided during this process is designed to be of value to the teacher candidate in planning for growth and to the program faculty in facilitating growth.
- The information may have important implications in decisions regarding Admission to the Teacher Education Program, continuance in the program, admission to student teaching, and recommendation for licensure.

Process

Teacher candidates are monitored throughout the Teacher Education program for both dispositional and classroom/clinical performance. If issues arise related to dispositions and/or classroom/clinical performance, any/all of the following actions could be taken:

- Teacher candidate and faculty/staff conference.
- E-Warning issued by faculty. Honor Code Report filed if necessary. “At Risk” evaluation at midterm, if appropriate.
- Short-term support plan is put into place with the teacher candidate to address issues.
- Short-term plan is escalated to a Teacher Education Improvement Plan if needed.

Any faculty or staff member may complete a professional disposition form on a teacher candidate at any point during the Teacher Education program. Prior to raising the dispositional concern to the EPP Leadership Team (Director of Teacher Education, Department of Education and Wellness Chair, and/or Director of Education Outreach), the faculty and/or staff should complete an E-Warning on the teacher candidate through the established Elon University system. In certain cases, faculty and/or staff may submit an Honor Code Violation Report if necessary and if appropriate, an “At Risk” evaluation should be submitted by the faculty member at the midterm of the semester. It is required that the faculty and/or staff member communicate dispositional concerns to the teacher candidate via a conference and/or email prior to escalating to EPP Leadership.

Dispositional Issues

1. For dispositional issues in an education course on campus:
 - a. The faculty/staff member informs the candidate and the EPP Leadership about the dispositional issue in writing even if it is first shared verbally. An E-Warning should be issued to the teacher candidate, as well as an “At Risk” at midterm if appropriate.
 - b. Members of EPP Leadership will set up a meeting with the teacher candidate to discuss the dispositional issue(s).
 - c. The outcome of the meeting is documented in the teacher candidate’s folder in the Dean’s Office, as well as with the *PDAP Documentation and Resolution Form*, located in Qualtrics. The reporting faculty/staff member will be informed of the outcome by EPP Leadership, as well as the teacher candidate’s advisor if warranted.
 - d. The teacher candidate can be put on a support/improvement plan for course dispositions and will continue to be monitored by EPP Leadership. Plans will be created and monitored by EPP Leadership.

2. For dispositional issues in a clinical experience (practicum or student teaching):
 - a. The faculty/staff member informs the candidate and the EPP Leadership about the dispositional issue in writing even if it is first shared verbally. An E-Warning should be issued to the teacher candidate, as well as an “At Risk” at midterm if appropriate.
 - b. Members of EPP Leadership will set up a meeting with the teacher candidate to discuss the dispositional issue(s).
 - c. The outcome of the meeting is documented in the teacher candidate’s folder in the Dean’s Office, as well as with the *PDAP Documentation and Resolution Form*, located in Qualtrics. The reporting faculty/staff member will be informed of the outcome by EPP Leadership, as well as the teacher candidate’s advisor if warranted. The clinical teacher may be informed as well, depending on the situation and keeping FERPA in mind.
 - d. The teacher candidate can be put on a support/improvement plan created by EPP Leadership for clinical dispositions and will continue to be monitored by EPP Leadership.

Clinical Experiences Performance Assessments

1. For teacher candidates who receive an emergent on the Elon Formative Teacher Observation Instrument in the fall (senior) methods course (Student Teaching Semester One) or a “1” on the Professional Dispositions assessment, the methods instructor should:
 - a. Inform the teacher candidate
 - b. Inform the EPP Leadership, with information regarding the “emergent” or “1” rating.
 - c. The teacher candidate can be put on a short-term support plan, which could be escalated to a Teacher Education Improvement Plan if warranted.

- d. The outcome will be documented in the teacher candidate's file in the Dean's Office, as well as with the *PDAP Documentation and Resolution Form*, located in Qualtrics.
2. For teacher candidates who receive an emergent on the Elon Formative Teacher Observation Instrument or NCEES, or a "1" on the Professional Dispositions assessment during full-time student teaching (Student Teaching Semester Two), the university supervisor should:
 - a. Inform the teacher candidate.
 - b. Inform the EPP Leadership, with information regarding the "emergent" or "1" rating.
 - c. The teacher candidate can be put on a short-term support plan, which could be escalated to a Teacher Education Improvement Plan if warranted.
 - d. The outcome will be documented in the teacher candidate's file in the Dean's Office, as well as with the *PDAP Documentation and Resolution Form*, located in Qualtrics.

Decision Options

In any of the scenarios above, one of the following decision options will be implemented:

1. Continuance in the Teacher Education Program (no conditions)
2. Probationary status in the Teacher Education Program (Support Plan)
3. Movement to a Teacher Education Improvement Plan

Appeal

The teacher candidate may appeal the decision of probationary status to the Dean of the Dr. Jo Watts Williams School of Education through a letter (email) within 10 days of receipt of the decision. The Dean will create an Appeals Committee from the Teacher Education Committee membership. The committee will have 14 business days to render a decision and report it to the Dean. The Dean will inform the candidate of the appeals decision within 7 business days of receipt of the decision. The Committee's decision is final and may be not appealed.

Teacher Education Improvement Plan

When necessary, a Teacher Education Improvement Plan will be created for teacher candidates.

- The improvement plan will consist of specific objectives, actions, procedures for assessing progress, and a timeline for completion.
- The EPP Leadership assumes responsibility for writing and monitoring the improvement plan, with input from the faculty/staff member.
- Copies of the signed improvement plan will be given to the teacher candidate and placed in the teacher candidate's file in the Dean's office.
- Unsuccessful completion of the improvement plan may result in:
 1. Continuance of probationary status with an updated improvement plan, or
 2. Dismissal from the program.
- Recommendations are made by EPP Leadership with input from faculty/staff.

- Teacher candidates may appeal the decision of probationary continuation or dismissal from the program to the Dean of the Dr. Jo Watts Williams School of Education.
- All communication will be kept on file in the Dean's office.

Decision

The unsuccessful completion of the Teacher Education improvement Plan may result in:

1. Continuance of probationary status with an updated improvement plan, or
2. Dismissal from the program.

Appeal

The teacher candidate may appeal the decision of probationary status to the Dean of the Dr. Jo Watts Williams School of Education through a letter (email) within 10 days of receipt of the decision. The Dean will create an Appeals Committee from the Teacher Education Committee membership. The committee will have 14 business days to render a decision and report it to the Dean. The Dean will inform the candidate of the appeals decision within 7 business days of receipt of the decision. The Committee's decision is final and may not be appealed.

Successful resolution of all Teacher Education Improvement Plans is required to receive approval for admission to the program, continuance in the program, application for student teaching, program completion or recommendation for licensure.