

# Bethune-Cookman University's School of Education Disposition Handout and Process

## **Disposition Committee**

The Disposition Committee consists of Faculty and Staff members from Bethune Cookman's School of Education (SOE). This committee meets every 3<sup>rd</sup> Thursday during the academic year. This includes January – April for spring semesters and August – November for fall semesters.

Faculty will complete *disposition* forms whenever initial intervention with the student fails. Examples include negative dispositional issues such as non-participation, chronic absences, or lateness.

The Disposition Committee will review any new or outstanding Student Improvement Plans (SIP) during the monthly meeting. They will follow-up with Faculty members each month who have put students on the Student Improvement Plans to ensure students are working towards completing or have been removed from the plan.

There are 5 Disposition Control Gates as outlined in Figure 1. These are defined as:

- Pre-Education Disposition
- Early Field Experience Disposition
- Formative Disposition
- Reading practicum Dispositions
- Internship Dispositions

Each disposition control gate is described in detail in Sections 1-5. Anytime a faculty member creates a disposition form on a student they will be put on a Student Improvement Plan (SIP) (See Appendix A). All dispositions and the SIPs are housed in the SOE's LiveText Online Assessment system. All links are provided to faculty via the SOE's intranet. Once a faculty member completes the SIP they will work with the student and assist them with the completion of the Bethune-Cookman University's School of Education SMART Goal (SG) (see Appendix B). The SIP and the SG is explained in detail in Section 6.

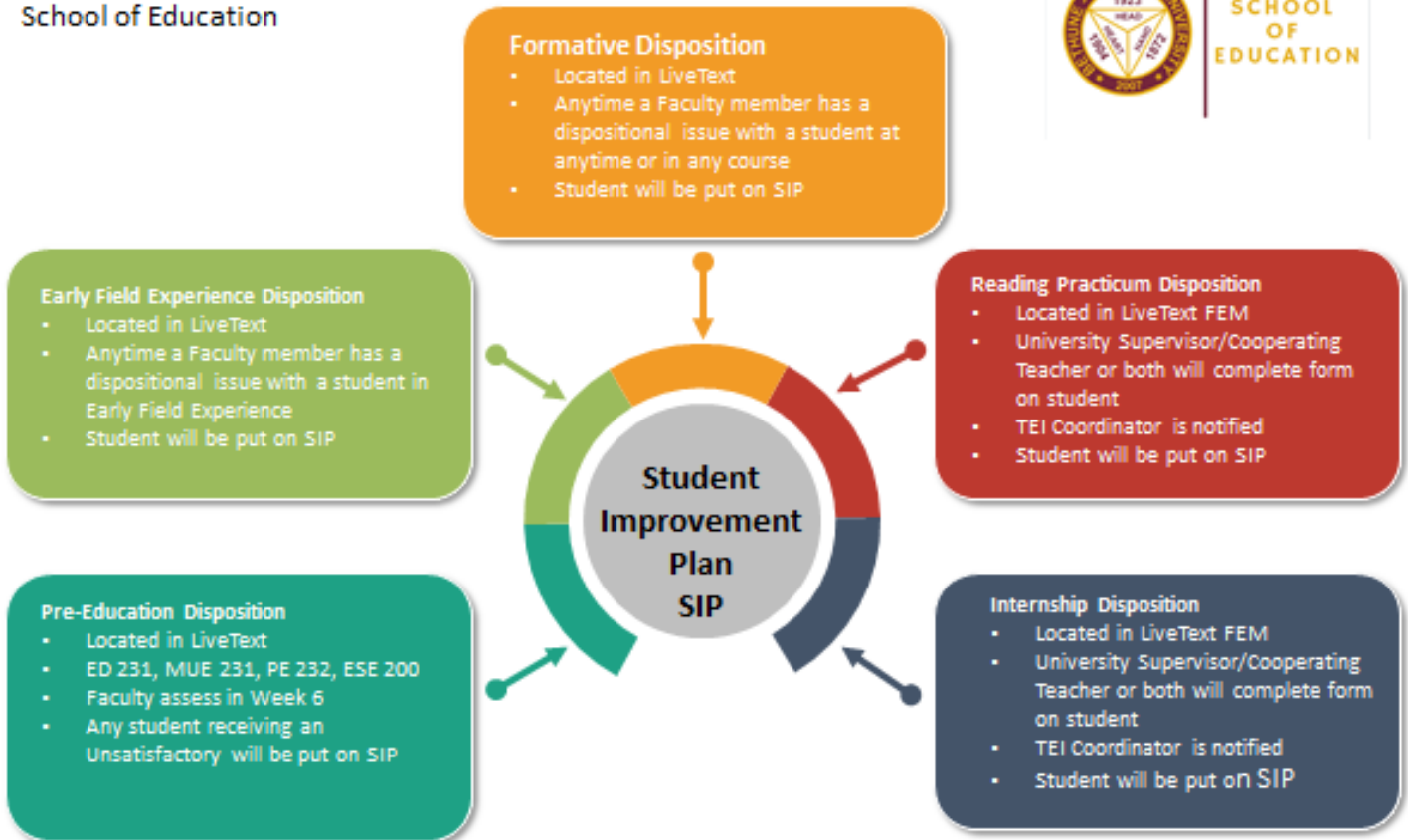
**FIGURE 1**

## 5 DISPOSITION CONTROL GATES

Bethune-Cookman University  
School of Education



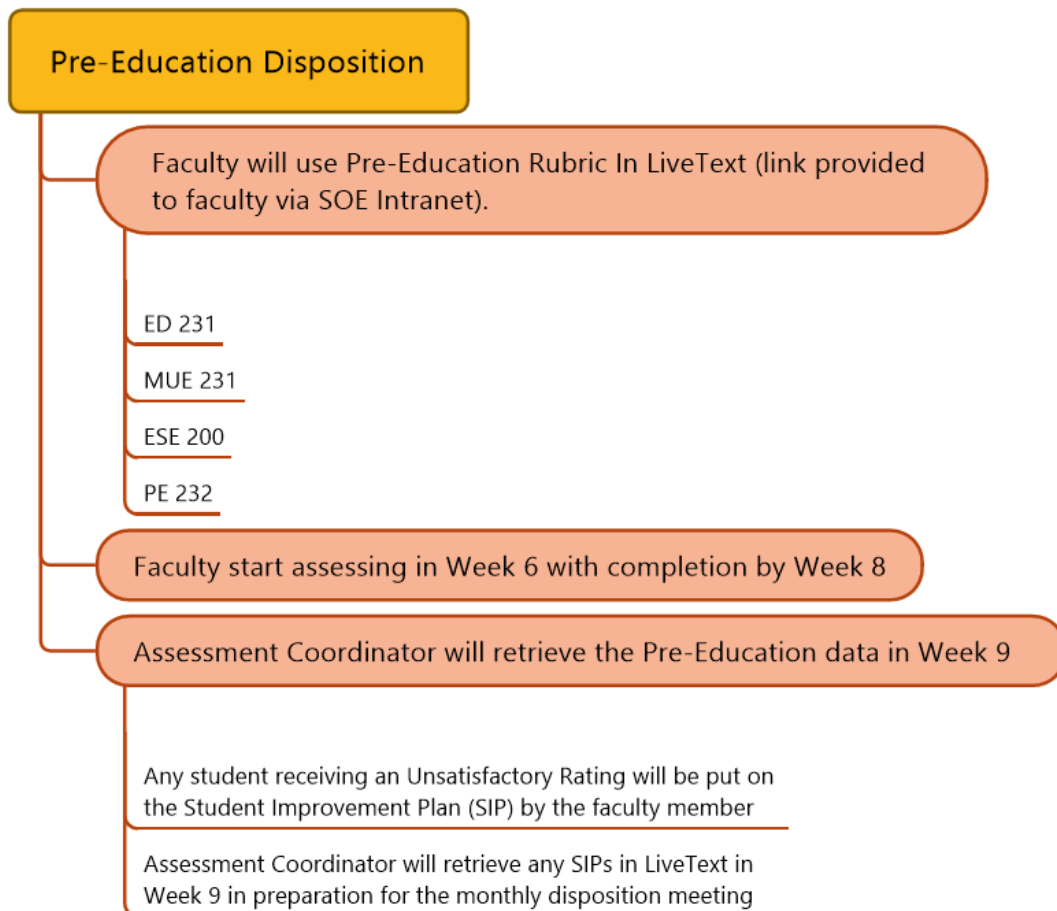
SCHOOL  
OF  
EDUCATION



## Section 1

### Pre-Education Disposition

Each semester pre-education dispositions will be assessed in the following courses. ED 231, MUE 231, ESE 200 and PE 232. The disposition rating form will be located in the LiveText system. Each course will have their own assignment in Livetext and faculty will have a disposition rating form for each student in the course. The Assessment Coordinator will send an email notice in Week 6 to those faculty members teaching the Pre-Education Courses to begin assessment. Assessment must be completed by Week 8. In Week 9 the Assessment Coordinator will retrieve the Pre-Education Disposition data in preparation for the Monthly Disposition Meeting. Any student that receives an unsatisfactory grade from the Pre-Education Faculty will be put on a Student Improvement Plan (SIP). See SIP instructions in Section 6.

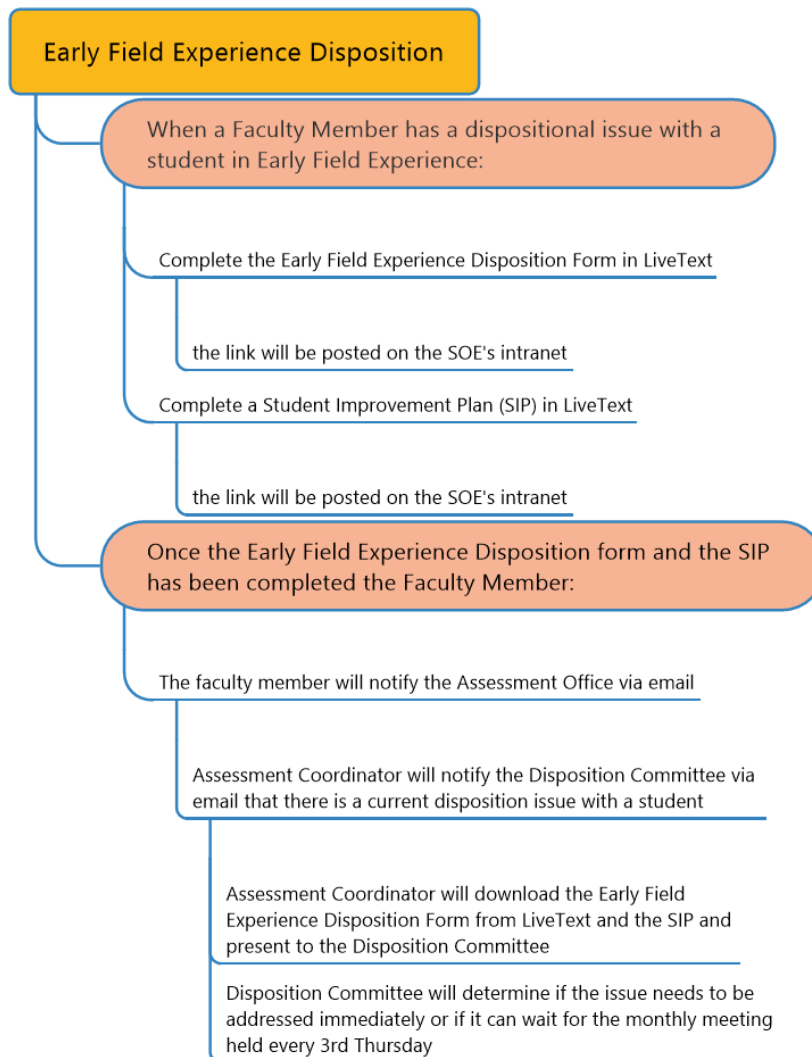


## Section 2

### Early Field Experience Disposition

If a faculty member is having a dispositional issue with any student in early Field Experience they will use the links in LiveText to initiate the process (links will be located on the School of Educations intranet). Faculty will complete the Early Field Experience Disposition Form on the student. In addition, they will complete a Student Improvement Plan (SIP). See SIP instruction in Section 6.

Once the faculty member completes the Early Field Experience Disposition Form and the Student Improvement Plan (SIP) in LiveText they will notify the Assessment Office via email. The Assessment Coordinator will notify the Disposition Committee that there is a current disposition issue with a student. The Assessment Coordinator will retrieve the disposition form and the SIP from LiveText and present it to the Disposition Committee. The Disposition Committee will determine if they wish to have an immediate meeting regarding the student or if it can be reviewed at the regular monthly meeting (held every 3<sup>rd</sup> Thursday of the month).

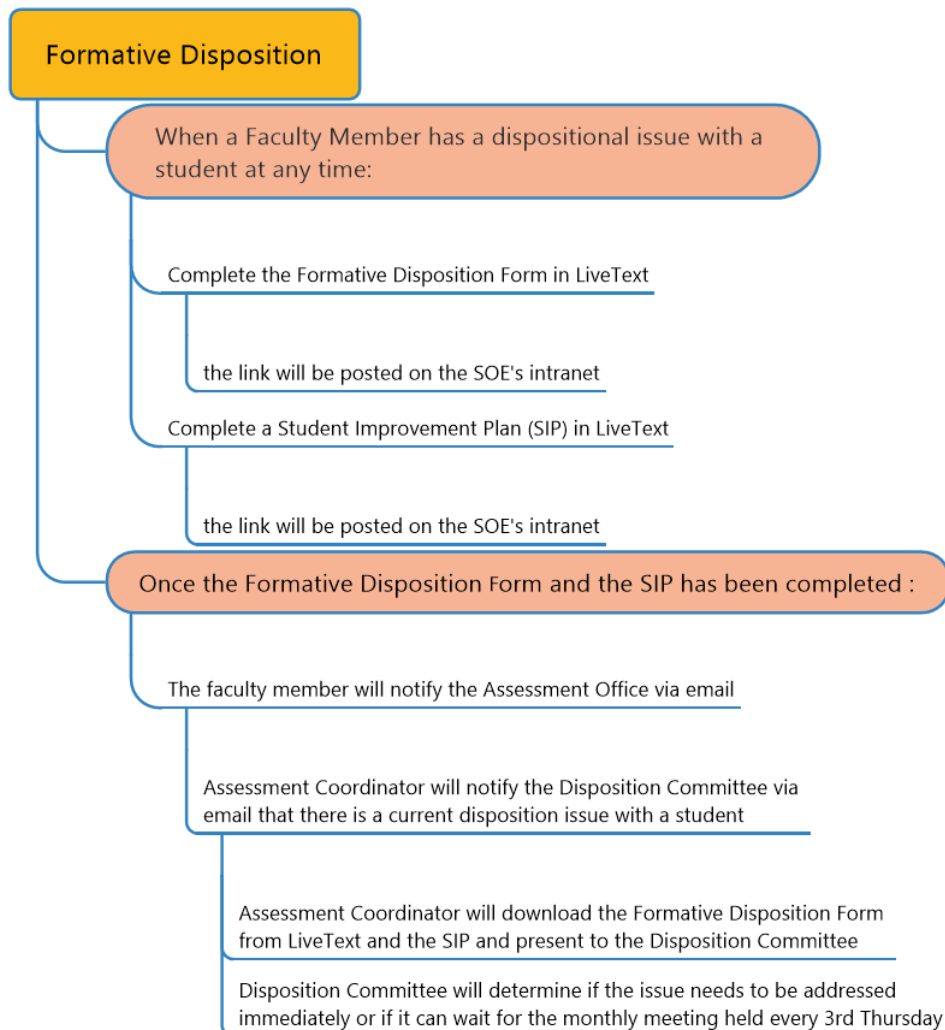


## Section 3

### Formative Disposition

If a faculty member is having a dispositional issue with any student at any time they will use the links in LiveText to initiate the process (links will be located on the School of Educations intranet). Faculty will complete the Formative Disposition Form on the student. In addition, they will complete a Student Improvement Plan (SIP). (Links will be located on the School of Educations intranet). See SIP instructions in Section 6.

Once the faculty member completes Formative Disposition Form and the Student Improvement Plan (SIP) in LiveText they will notify the Assessment Office via email. The Assessment Coordinator will notify the Disposition Committee that there is a current disposition issue with a student. The Assessment Coordinator will retrieve the disposition form and the SIP from LiveText and present it to the Disposition Committee. The Disposition Committee will determine if they wish to have an immediate meeting regarding the student or if it can be reviewed at the regular monthly meeting (held every 3<sup>rd</sup> Thursday of the month).



## Section 4

### Reading Practicum Disposition

When an issue arises with a student in Reading Practicum the University Supervisor or the Cooperating Teacher will complete a FEAP Evaluation Form OR the Disposition Rating Form. Both of these forms reside inside LiveText's FEM. The University Supervisor or the Cooperating Teacher will determine if the issue is related to FEAP progress or Disposition.

Upon completion of either form, the University Supervisor or Cooperating Teacher will notify the Teacher Education Institute (TEI) Coordinator with their concerns via email and indicate that they have completed the form(s) in the FEM.

The TEI coordinator will schedule a meeting with the University Supervisor or Cooperating Teacher (OR both at the same time if needed). All parties will review the FEAP Evaluation Form OR Disposition Rating Form. After discussion of the concern(s) the TEI Coordinator, the University Supervisor, OR Cooperating Teacher (or both) will collaborate and complete a Student Improvement Plan (SIP). (Links will be located on the School of Education's intranet). See SIP instructions in Section 6.

The TEI Coordinator, the University Supervisor OR Cooperating teacher or both will meet with the student, and follow SIP instructions in Section 6. The TEI Coordinator will meet with the Disposition Committee each month and give updates on the student's progress and when they have completed and been removed from the SIP.

NOTE: If a Practicum Cooperating Teacher or a Principal dismisses the student they will have to repeat the Practicum Course. In addition, if a student is not meeting expectations they have to repeat the Practicum Course.

## Reading Practicum Disposition

When a University Supervisor OR Cooperating teacher (or both) has a FEAP progress concern or a dispositional issue with a student in Reading Practicum

The University Supervisor or the Cooperating Teacher will determine if the issue is related to FEAP progress or Disposition and then

Complete the FEAP Evaluation Rating Form OR Disposition Rating Form located in LiveText FEM.

Once the FEAP Evaluation Form OR Disposition Rating Form have been initiated

The University Supervisor OR Cooperating Teacher (or both) will notify the TEI Coordinator that they have completed the form(s) in the FEM and share their concerns.

The TEI Coordinator will schedule a meeting with the University Supervisor OR Cooperating Teacher (or both).

All parties involved TEI Coordinator, University Supervisor AND/OR Cooperating Teacher (or both) will meet and complete a SIP on student.

The TEI office will notify the Assessment Coordinator that there is a Reading Practicum SIP.

Assessment Coordinator will download the Reading Practicum SIP and notify the Disposition Committee via email that there is a current Reading Practicum SIP and forward the SIP so student's name can be added to the Monthly SIP list (to be shared with director).

Disposition Committee will meet with TEI Coordinator each month for updates and progress on the Reading Practicum student until student is removed from SIP.

## Section 5

### Internship Disposition

Please note that this disposition is different from an Early Field Experience disposition or Formative Dispositions. Issues could involve a specific area of concern or that the student is doing poorly in the internship. Internships are based on FEAP performance and not solely on dispositions.

When an issue arises with a student in Internship, the University Supervisor or the Cooperating Teacher will complete a FEAP Evaluation Form OR the Disposition Rating Form. Both of these forms reside inside LiveText's FEM. The University Supervisor or the Cooperating Teacher will determine if the issue is related to FEAP progress or Disposition.

Upon completion of either form, the University Supervisor or Cooperating Teacher will notify the Teacher Education Institute (TEI) Coordinator with their concerns via email and indicate that they have completed the form in the FEM.

The TEI coordinator will schedule a meeting with the University Supervisor or Cooperating Teacher (OR both at the same time if needed). All parties will review the FEAP Evaluation Form OR Disposition Rating Form. After discussion of the concern(s) the TEI Coordinator, the University Supervisor, OR Cooperating Teacher (or both) will collaborate and complete a Student Improvement Plan (SIP). (Links will be located on the School of Education's intranet). See SIP instructions in Section 6.

The TEI Coordinator, the University Supervisor OR Cooperating teacher or both will meet with the student, and follow SIP instructions in Section 6.



## Internship Disposition

When a University Supervisor OR Cooperating Teacher (or both) has a FEAP progress concern or a Dispositional issue with a student in Internship:

The University Supervisor or the Cooperating Teacher will determine if the issue is related to FEAP progress or Disposition and then:

Complete the FEAP Evaluation Rating Form OR Disposition Rating Form located in LiveText FEM.

Once the FEAP Evaluation Form OR Disposition Rating Form have been completed:

The University Supervisor OR Cooperating Teacher (or both) will notify the TEI Coordinator that they have completed the form(s) in the FEM and share their concerns.

The TEI Coordinator will schedule a meeting with the University Supervisor OR Cooperating Teacher (or both).

All parties involved TEI Coordinator, University Supervisor AND/OR Cooperating Teacher (or both) will meet and complete a SIP on student in LiveText. (Link on School of Education intranet).

TEI will schedule a meeting with the student to review the SIP.

The TEI office will notify the Assessment Coordinator that there is a Internship SIP.

Assessment Coordinator will download the Internship SIP and notify the Disposition Committee via email that there is a current Internship SIP and forward the SIP so student's name can be added to the Monthly SIP list (to be shared with director) and be reviewed and updated in the monthly Disposition Committee Meeting.

The TEI Coordinator will provide updates to the Disposition Committee each month for updates and progress on the Internship student until student is removed from SIP.

## SECTION 6

### Student Improvement Plan (SIP)

Faculty will complete *disposition* forms whenever initial intervention with the student fails. Examples include negative dispositional issues such as non-participation, chronic absences, or lateness.

After the faculty member completes the disposition form on a student they will also fill out the Student Improvement Plan (SIP) located in LiveText. The faculty member must notify the Assessment Coordinator via email upon completion of both forms. The Assessment Coordinator will retrieve any new and or outstanding disposition forms prior to the Disposition Committee meetings. The student's dispositional statuses will be evaluated at that time.

### Determination of Problem

A determination of the problem will be made. Is it just an "academic issue" or is it an issue that needs to involve other departments or agencies- e.g. housing, mental health, etc.

- If the source of the dispositional issue is outside the scope of the committee an appropriate referral will be made.
- The student's welfare is the SOE's utmost concern.

If it is a problem that falls with the preview of the committee then a success plan is developed with student input. The student will be notified that a disposition form(s) has been filled out and that SOE is meeting out of concern for the student's continued success in the TEP program. The student will be called into a meeting with the committee.

The committee will help the student complete SMART Goal (SG) (see Appendix B) with the following:

- Identify some possible obstacles that may hinder them from staying on track.
- Identify strategies that helped them (in the past) experience success.
- Identify a support system for them.
  - a) The Faculty Mentor will need to do a weekly "check-in". However, it is important not to let "personalities" be taken into consideration.
  - b) Student Success Coach - (Parlin Center).
  - c) Positive Peer Mentor.
  - d) Tutoring.
  - e) Writing Lab.
  - f) Students must write 3 *academic and 3 personal goals* on the SG.

Students will be required to sign the SIP form and the SG form to hold them accountable. It will state that they agree to the SIP and the SG. This is to ensure that they agree to use the strategies

set for them and if they need help they know who to go to. It is critical that the necessary signatures are included in the agreement, especially the student's signature.

After completion of SG the Disposition Committee will retain a hard copy for each student which will be scanned and added to the SIP folder on the Google Drive. The Assessment Coordinator will create these folders as notified by the faculty member when there is a disposition issue. Each student will have their own folder. Each folder will contain any documents related to that student in regard to SIP or SG.

### **Completion of SIP and SG**

If the student mentor and the committee agree that the student has successfully "*met*" the terms of the success plan as suitable then the student will meet with the committee and will have successfully completed the success plan. The faculty member will go into LiveText and update the SIP as being completed by the student with date and any final comments.

If students have chronic issues or are serial repeaters then the next step is remediation.

### **Remediation**

1. If the student has chronic disposition issues and or is a serial repeater:
  - Multiple referrals over the course of the semester or to concurrent
  - Refusal to abide by the terms of the SIP and SG
  - Not meeting/communicating with mentor
  - Behavior that is inconsistent with B-CU/COAH/SOE ethics
  - GPA that falls under 2.0 more than two semesters
  - Failed internship
  
2. If remediation or continued negative behavior that is inconsistent with SOE remains an issue then the committee will recommend that the student be counseled out of the TEP. This referral will be sent to the director so that they can initiate the process in accordance with the policies of TEP, COAH and the University.

### **Review**

At the end of each semester a report shall be given to the Director of the School of Education by the Disposition Committee Chair. This report will entail:

- Number of students currently on plans
  - Progress updates of those currently on plans\*
- Successful Completers
- Unsuccessful completers
- Those on modified plans (depending on various factors)
- Suggestions and modifications to the process.

\*Faculty members will need to update SIPs in LiveText monthly with comments and progress of the student.

## Dispositions, Student Improvement Plan and SMARTER Goal for SIP Process

Follow the 5 Dispositional Control Gates

Faculty Member will complete disposition form in LiveText

Faculty will complete the Student Improvement Plan in LiveText

Faculty will notify Assessment Coordinator that they completed the forms

Assessment Coordinator will retrieve forms and provide them to the Disposition Committee

Disposition Committee will make determination of the problem

A meeting will be setup with the Disposition Committee, Initiating Faculty Member and Student

The committee and faculty member will help the student complete the SMART Goal for Student Improvement Plan (SGSIP).

The faculty will keep a hard copy of the completed SGSIP and also provide a scanned copy to the Assessment Coordinator

The Assessment Coordinator will put the SGSIP and any related forms regarding the student in the SIP folder on the Google Drive

Weekly check-ins will be scheduled between faculty member and student

Faculty must update the SIP in LiveText on a monthly basis with feedback and progress of the students that are currently on plans

Disposition Committee Reviews

Each month the committee will review new and current SIPs and SGSIPs

The Disposition Committee will review students who are not making progress or who are not working on their SIP and SGSIP

These students will be provided with further remediation

Students with continued negative behavior with SOE, TEP, COAH and University policies will be referred to the SOE's Director's Office for counseling out of the SOE or TEP program.

Disposition Committee Report to SOE Director's Office

End of semester report provided to SOE Director

Number of students on plans

Successful and Unsuccessful Completers

Students receiving further remediation or modified plans

Students Recommended for Counseling out of SOE

## **Counseling Out of SOE**

A student's removal from the School of Education (SOE) is a very grave matter, and a student may be counseled out of the program if prescribed interventions aren't be satisfied or if there is a subsequent breach of the public trust. If such a situation arises, this could constitute grounds for the student being counseled out of the program; after the disposition committee, the relevant Department Chairperson(s) and faculty have created a Student success plan for changing targeted behaviors that have been questioned, the student will be advised that they are being counseled out of the SOE.

In the instance the candidate is found to be acting in a way that endangers themselves, faculty, and children or is in violation of school or University policies, is in violation of the law, or shows disrespect and insubordination towards local public school or University personnel, they may be counseled out of the SOE.

The following conditions provide examples of, but are not limited to, what constitutes justifiable cause for an unscheduled removal:

- Disregard for the Principles of Professional Conduct for the Education Profession in Florida Rule 6A-10.081
- Failure to abide by established guidelines established by B-CU SOE.
- Failure to demonstrate appropriate dispositions as established by SOE,
- Disregard for the policies and procedures established by the University, the host school, or school district,
- Inability to build and maintain a professional conduct in class or during any preservice contact hours associated with SOE.
- Breach of confidentiality,
- Unsatisfactory academic or instructional performance within a school district,
- The candidate's inappropriate use of technology, including online activity.

The Disposition Committee, Relevant Chairperson, and the Director will meet with the student and apprise them of the situation and help them with guidance during this time of transition.

1. Respectfully state the conclusion that has been reached. Be calm and professional, even if the student goes from zero to a hundred.
2. Do it as a multidisciplinary team. (The Director, Faculty member(s), Academic Advisor).
3. Consult with their current academic advisor as to what program they should enroll in next. Looking at the one/two courses that they excelled in may help.
  - a) Ms. Joan Thompson – students under 60 hours.
  - b) Dr. Eugene Pringle – Elementary Education
  - c) Dr. Leslie Sena – Exceptional Student Education

- d) Dr. Timothy Mirtz – Secondary Education and PE K12
- e) Connect student with a Guidance Counselor to get help exploring other “career options.” This will be good for Freshmen & Sophomores.
- f) Suggest that the student take a “career and personality” test. Example:
  1. <https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>

APPENDIX A



SCHOOL OF EDUCATION

Bethune-Cookman University's  
School of Education  
Student Improvement Plan

Student Name		Date	
Purpose			
The Student Success Plan (SIP) is designed to benefit teacher candidates by providing strategies to address identified areas for improvement. Which item below resulted in the student going on the SIP?			
<input type="checkbox"/> Pre-Education Majors Disposition Evaluation Rating Form			
<input type="checkbox"/> Early Field Experience Disposition Evaluation			
<input type="checkbox"/> Formative Disposition Evaluation			
<input type="checkbox"/> Practicum Disposition Evaluation			
<input type="checkbox"/> Intern Disposition Evaluation			
<b>Infraction</b>			
<b>Academic</b>		<b>Field Placement</b>	
<input type="checkbox"/> Disregard of Warning		<input type="checkbox"/> Excessive absences or tardiness	
<input type="checkbox"/> Several grades of D, F, I or W		<input type="checkbox"/> Disposition concern	
<input type="checkbox"/> GPA below 2.5		<input type="checkbox"/> Severe misconduct	
<input type="checkbox"/> Disposition Concern		<input type="checkbox"/> School requests removal from placement	
<input type="checkbox"/> Other:		<input type="checkbox"/> Other	
<b>Action taken by School of Education</b>			
<b>Academic</b>		<b>Field Placement</b>	
<input type="checkbox"/> Registration Restrictions		<input type="checkbox"/> Follow up with host school	

<input type="checkbox"/> Collaborate with appropriate referral services		<input type="checkbox"/> Visitation by University Supervisor	
<input type="checkbox"/> Progress Report request		<input type="checkbox"/> Removal/Change Placement	
<input type="checkbox"/> Suspension		<input type="checkbox"/> Suspension	
<input type="checkbox"/> Other:		<input type="checkbox"/> Other:	
<b>Action required of student</b>			
<b>Academic</b>		<b>Field Placement</b>	
<input type="checkbox"/> Add/drop courses recommended by SOE		<input type="checkbox"/> Contact placement school regarding improvement plan	
<input type="checkbox"/> Contact recommended for resource help		<input type="checkbox"/> Create a “ <i>new</i> ” schedule with host school	
<input type="checkbox"/> Communicate with Faculty Member/Advisor		<input type="checkbox"/> Communicate with University Supervisor	
<input type="checkbox"/> Withdraw from current term		<input type="checkbox"/> Submit a schedule to University Supervisor	
<input type="checkbox"/> Other		<input type="checkbox"/> Other	
<b>Remediation Plan</b>			
<b>Academic</b>		<b>Field Placement</b>	

Teacher Candidate		Date		Teacher Candidate’s Academic Advisor		Date	
University Supervisor (if applicable)		Date		Director		Date	
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<b>For Office Use Only</b>							





Bethune Cookman University  
 School of Education  
 SMART Goal (SG)

<b>S</b> Specific	What EXACTLY do you want to accomplish? Your goal should be well defined, detailed and clear.
<b>M</b> Measurable	How will you know when you meet your goal? Is your goal measurable? You should be able to tell when you reach your goal.
<b>A</b> Achievable	Is it possible to meet this goal with effort by your timeline? Can you reach the goal, taking into account your available time and skills?
<b>R</b> Realistic	Is this goal worth working hard to accomplish? Is your goal realistically achievable within the given time frame and with the available resources?
<b>T</b> Timely	What is the deadline you set to meet your goal? Set a start and finish date for your goal.
	Start Date: _____ Finish Date _____
Notes	

Three Academic Goals

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Three Personal Goals

### Action Plan

What steps do you need to take to get you to your goal?

Action Items	Expected Completion Date	Actual Completion Date

### Potential Obstacles and Solutions

Potential Obstacles	Potential Solutions