

## Spadoni College of Education and Social Sciences Professional Behaviors Improvement Plan

It is the responsibility of the Coastal Carolina University (CCU) faculty and staff, as well as school-based professionals, to complete and submit a **Professional Behaviors Improvement Plan** if an education candidate demonstrates behaviors that are unprofessional and contrary to the professional behaviors expected of teacher candidates at CCU. Staff are also encouraged to report unprofessional behavior to their immediate supervisor or faculty member. The report must include a description of the candidate's behavior, circumstances, and Level of the violation. Upon completion, a copy of the report will be forwarded to the candidate's Education Advisor and the Program Coordinator. A signed copy of the plan must be submitted to the Associate Dean and will be filed in the appropriate documentation folder. Any updates or changes to the plan require signatures from all involved parties and will also need to be submitted for filing to the Associate Dean.

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Student Major: \_\_\_\_\_ Student's Academic Advisor: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Please indicate **(v)** the Level of the violation demonstrated and refer to the applicable course of action for remediation.

\*The severity of the behavior will determine the level of action and the appropriate sanction.

**Level One:** The candidate meets with the sanctioning Faculty/Staff Member and discusses:

- observed behavior(s)
- reasons why behavior was inappropriate
- goal setting and create an action plan to be revisited in 2 weeks

**If no improvement is met within 2 weeks or a 2nd violation occurs:**

**Level Two:** The candidate meets with the Department Chair and discusses:

- candidate's prior professional history
- observed behavior(s)
- reasons why behavior was inappropriate
- prescribed 2-week intervention and follow-up by the Department Chair

**If no improvement is met within 2 weeks or another violation occurs:**

- recommendation from Department Chair for removal from the teacher education program

## Professional Dispositions Intervention Plan

The concerned behaviors are related to the following dispositional criteria:

<input type="checkbox"/>	1. The candidate engages with course concepts and materials (e.g., promotes EEDA Core Values, integrates hands-on instruction, cooperative learning)
<input type="checkbox"/>	2. The candidate strives to establish a supportive climate for working and learning (e.g., believes all students can achieve at high levels, promotes safe environment).
<input type="checkbox"/>	3. The candidate establishes and maintains non-discriminatory and inclusive practice (e.g., promotes inclusive classroom, facilitates student collaboration, and employs student engagement strategies).
<input type="checkbox"/>	4. The candidate interrupts or re-directs discriminatory discourses (e.g., proactive against bullying, harassment and intimidation).
<input type="checkbox"/>	5. The candidate critically analyzes the content knowledge and pedagogy of his/her profession (e.g., communicates the application of content to the real world, requires students to think critically).
<input type="checkbox"/>	6. The candidate welcomes and uses constructive criticism and feedback to improve his/her content knowledge and pedagogical skills (e.g., employs strategies for personal resiliency and growth).
<input type="checkbox"/>	7. The candidate consistently comes to school prepared and ready to contribute to the educational experience (e.g., professional demeanor, follows dress code, follows schedule, lessons are appropriately prepared according to teacher expectations, protocol and procedures including reporting lateness or absences).
<input type="checkbox"/>	8. The candidate takes the initiative to confidently discuss student abilities with appropriate personnel to strengthen the learning of all students (e.g., maintains confidentiality, adheres to code of ethics, uses good judgement).

<input type="checkbox"/>	9. The candidate evaluates and reflects on his/her actions and how it affects others.
<input type="checkbox"/>	10. The candidate properly uses formative and summative assessments to match the learning objectives, minimize bias and address the learning needs of all his/her students (e.g., develops varied assessment that meets the diverse needs of students).
<input type="checkbox"/>	11. The candidate respects students, peers, families, and school personnel (e.g., respects diversity and individual worth, uses strategies for building positive relationships, and demonstrates collegial behaviors).
<input type="checkbox"/>	12. The candidate demonstrates a commitment to improve his/her teaching practice (e.g., advocates for the profession, engages in professional development experiences to foster life-long learning).
<input type="checkbox"/>	13. The candidate engages in tasks with colleagues and school personnel in a respectful and professional manner (e.g., uses professional language).
<input type="checkbox"/>	14. The candidate designs and delivers instruction to address individual student differences (e.g., integrates instructional technology and digital content).
<input type="checkbox"/>	15. The candidate communicates clearly to engage students to make connections to prior learning experiences (e.g., takes responsibility for instructional leadership, employs classroom management strategies).
<input type="checkbox"/>	16. The candidate works to develop students' discipline-related communication skills for a variety of contexts and audiences (e.g., facilitates student-to-student relationships, promotes team building)

Faculty/Staff Member's Description of Concern(s): Provide as much detail as possible. Attach additional documentation as appropriate.

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Faculty/Staff Member's Recommended Action(s): Please specify the date for assessing progress on the improvement plan and the format for that assessment (e.g., "You must meet with me/Department Chair in person on March 2 to discuss your progress.")

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Faculty/Staff Member's Signature \_\_\_\_\_

Date \_\_\_\_\_

Student's Signature \_\_\_\_\_

Date \_\_\_\_\_

(Signature indicates this form has been shared with the candidate)

\*The severity of the behavior will determine the level of action and the appropriate sanction.

**Two Week Review of Intervention Plan**

Comments/Action Steps:

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**Final Decision Summary:**

- Concern has been resolved/goals have been met**
  
- Recommendation for removal from Program**

Faculty/Staff Member's Signature \_\_\_\_\_

Department Chair's Signature\_\_\_\_\_

Date\_\_\_\_\_

Student's Signature\_\_\_\_\_

Date\_\_\_\_\_

(Signature indicates this form has been shared with the candidate)

**Appeals Process:**

Candidates are provided the opportunity to appeal a decision made by the Department Chair. The candidate should contact the Associate Dean to receive more information about the appeals procedure. The candidate must appeal to the Spadoni College of Education and Social Sciences Petitions Committee in writing within five university school days following the meeting. The appeal will be considered at the next Spadoni College of Education and Social Sciences Petitions Committee meeting. The candidate will be notified in writing via certified letter of the Committee's decision within five university school days following the Committee meeting. If the Petitions Committee upholds the appeal, the candidate's record will be amended as appropriate.

If the Spadoni College of Education and Social Sciences Petitions Committee denies the appeal, the candidate may appeal in writing to the Dean of the Spadoni College of Education and Social Sciences within five university school days of receipt of the certified letter from the Petitions Committee. A meeting will then be scheduled with the candidate and the Dean by the Office of the Dean. If the Dean upholds the appeal, the candidate's record will be amended as appropriate. If the Dean denies the appeal, the candidate may follow the university appeals procedure described in the "Coastal Carolina University Code of Student Conduct."