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**Event/Concern Report (E/CR)**

# Description

The teacher candidate will be assessed throughout the Teacher Education Program on knowledge, skills, and dispositions using this form as well as other methods. Event/Concern Reports are generated on an as-needed basis to document incidents that trigger concerns by advisors, faculty, or supervisors. It is anticipated that a teacher candidate will not receive any Event/Concern Reports during his/her preparation as a prospective teacher; however, if they do, the candidate will meet with the Department Chair, his/her advisor, and the faculty member who generated the report to discuss the event/concern and to formulate an action plan to address that concern(s).

## Directions to Faculty

Faculty may use this assessment whenever a serious single incident or pattern of concerns indicates that a candidate is not complying with program standards. It may be used during the following situations:

• Academic advising of candidates

• Performance of candidates in required courses

• Written reflections by candidates

• Interactions of candidates with peers, faculty, school personnel, or parents of students

• Observations of candidates in field experiences, practicum, or teaching internship

If you observe that a candidate’s demonstrated knowledge, skills, and dispositions are problematic you should complete the Event/Concern Report and notify the candidate immediately. You should also arrange a meeting to discuss the event and to develop an action plan, indicating actions, interventions, or further monitoring that might be necessary.

In the report and action plan you should record the following:

• the date, time, place, or circumstances of the event or concern;

• what you noticed or received information regarding the candidate’s speech, writing, attitude, or behavior;

• the results of your meeting with the candidate, indicating any actions, interventions, or suggested monitoring, as well as the date of the follow-up meeting.

Reports should be submitted to the Education Analyst for placement in the candidate’s record. A copy should also be forwarded to the candidate’s academic advisor. Concerns raised in reports must be resolved prior to the candidate’s advancing to the next transition point in the program.

**Event/Concern Report Action Plan**

Candidate:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Faculty:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Report:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Meeting:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date, time, place, or circumstances of the event or concern:

Evidence noticed or received as information and/or evaluation of knowledge, skills, and dispositions):

Results of the meeting with the candidate (interventions, actions, monitoring schedule):

Follow-up Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Candidate Signature Faculty Signature

**Event/Concern Report Follow-Up Meeting**

Candidate:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Faculty:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Report:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Meeting:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidate performance subsequent to the initial Event/Concern Report:

Any further concerns:

Previous Event/Concern Report resolved: [ ] Yes [ ] No

If “no,” indicate action to be taken, including the date of an additional follow-up meeting below:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Candidate Signature Faculty Signature

### Event/Concern Report

# Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Faculty:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

The form below focuses specifically on the demonstration of behaviors related to the program’s mission, vision, and Dispositions Assessment (DA) and the Interstate New Teacher Assessment and Support Consortium (InTASC) standards. An observed problematic behavior will result in an “Unsatisfactory” rating. Please put an “X” in the box for a rating of “Unsatisfactory.” Evaluations in coursework or field experience, practicum, or internship may also be provided as an attachment in addition to this form.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Description of required behavior** | **Dispositions/****Standards** | Explanation of Criteria | **Unsatisfactory****(Field Placement)** | **Unsatisfactory (Course Work & Other Interactions)** |
| Respects and values all students and others for their diverse talents, abilities, perspectives, and contributions | DA 10InTASC 1,2,3,5,7 | The candidate has a positive and accepting attitude toward colleagues, parents, community members and students, respecting and valuing their rights and perspectives. The candidate seeks to have all voices heard, and develops a climate for mutual respect to occur.  |  |  |
| Is sensitive to community and cultural norms | DA 8,11 InTASC 3 | The candidate demonstrates sensitivity to the needs of diverse students and their cultural backgrounds. This is evidenced in attitudes of acceptance and openness in communications and actions. |  |  |
| Is timely, respectful, and responsible in meeting expectations | DA 1,2, 3 | The candidate demonstrates the ability to meet deadlines and expectations of professionalism set forth in his/her preparation program and in their school placements. |  |  |
| Uses suggestions by other professionals to meet challenges and improve practice | DA 7,12InTASC 10 | The candidate seeks input in planning and decision-making at all appropriate times. The candidate works collaboratively with colleagues and welcomes suggestions to improve practice. |  |  |
| Reflects critically and consistently on his/her own attitudes and actions | DA 12InTASC 9 | The candidate continually reflects upon and evaluates the effects of his/her choices and actions on others and initiates changes in attitude and practice when it is warranted. |  |  |
| Exemplifies passionate commitment to teaching and continuous learning | DA 14InTASC 9 | The candidate seeks out professional literature, colleagues, and other resources to support his/her development as a learner and teacher. Further, the candidate is open to learning from their students. |  |  |
| Commits to educational renewal through active professional involvement | DA 13, 14InTASC 9 | The candidate participates in professional development activities and belongs to appropriate professional organizations that assist in furthering his/her currency in education. |  |  |
| Models ethical and democratic principles in all relationships | DA 5,8 InTASC 10 | The candidate respects confidentiality and privacy of others, including students. The candidate is respectful of varying perspectives and encourages others to voice their opinions. Actions are indicative of high standards of professionalism. |  |  |
| Uses sound judgment and displays confidence in practice | DA 4,6InTASC 6,9 | The candidate makes difficult choices that demonstrate mature and ethical judgment. The candidate demonstrates the ability to be self-assured, poised, and independent in their actions. |  |  |
| Is an advocate for students’ well being | DA 9InTASC 10 | The candidate is an advocate for others, including students. The candidate values and appreciates the importance of all aspects of a student’s experience and is alert to signs of difficulty that could place a student’s well-being in jeopardy. |  |  |
| Demonstrates disciplinary commitment and competence | DA 14InTASC 1 | The candidate demonstrates commitment to, enthusiasm about, and competence in, the disciplines taught. This is evidenced by a recognition of the evolving nature of the disciplines, use of current materials, research in the content as needed, and connections of content to everyday life. |  |  |
| Demonstrates flexibility | DA 12InTASC 4,8 | The candidate demonstrates the ability to adapt to a variety of situations. When confronted with the need to adjust teaching strategies, the candidate willingly investigates multiple routes to successful implementation. The candidate is comfortable with making multiple attempts to be successful.  |  |  |