

Initial Licensure Disposition Policy

Disposition Information

The ultimate goal of the disposition process is awareness surrounding the progress toward becoming an exemplary educator. The disposition framework is aligned to the Illinois Professional Teaching Standards. In order to support the development of dispositions, faculty members will evaluate their students every semester using a universal assessment. If a faculty/staff member issues a disposition form of “concern” or “unacceptable”, the student will be notified and required to attend a disposition conference with the referring faculty/staff member. The disposition instrument along with a remediation plan (attached) will be completed and forwarded to the chair of the program of study.

The Initial Licensure program in the School of Education and Human Performance will utilize this disposition form policy as described here. In addition, each semester, every student will receive a disposition evaluation in every SOE course by the instructor of record using the disposition form in LiveText.

Disposition Conference

If a teacher candidate earns an Unacceptable rating or three Concern ratings on one or more disposition instrument forms, a disposition conference will be initiated with the reporting faculty member/members and chair.

The purpose of the conference will be to review the disposition report issued by the reporting faculty/staff member. The conference will be attended by the student and the reporting faculty, staff, or administrator and chair of the program of study. The reporting faculty member and chair of the program of study will arrange the conference with the student and document the outcomes of the conference.

When a candidate has a record of three Unacceptable ratings or six Concern ratings, the candidate will be mandated to appear in front of the **SPR (Student Performance Review) Committee** to determine continuation in the program of study. Any outcomes from this review will become a part of the candidate’s permanent record in the School of Education and Human Performance.

Any remediation plan will outline the behaviors the candidate is expected to demonstrate in all settings including but not limited to; AU classrooms, field experience settings, email/phone/face-to-face communications with faculty, staff, and administration. A timeline will be established to check the progress of the candidate toward the achievement of the goals. The remediation plan will be monitored by the reporting chair of the program of study.

Student Appeal Process

Students have the opportunity to appeal the disposition ratings by contacting the following university personnel in **the listed order**:

1. Reporting Faculty/Staff
2. Department Chairperson
3. Chair of Initial Licensure
4. Dean of the School of Education and Human Performance
5. Vice President for Academic Affairs

Remediation Plan and Statement of Understanding

Teacher Candidate: _____

Date: _____

When a faculty member has a concern about the disposition of a teacher candidate, the faculty member will complete a disposition form. The faculty member will meet with the teacher candidate and recommend a course of action to affect change in the behavior. Continuation in the program is contingent on the candidate's successful completion of the remediation plan.

Area(s) of
Concern: _____

Remediation
Plan: _____

I, _____ understand the concerns outlined on the disposition form.
I, _____ agree to the areas outlined in the remediation plan.
I, _____ understand in the event I do not resolve the issues and/or concerns outlined on the remediation plan I can be dismissed from my program of study and the School of Education.

Initial Licensure Disposition Instrument

	Acceptable	Concern	Unacceptable	Comments
Respect IPTs: 9I, 9Q, 9T	Consistently demonstrates respect and professionalism in relationships with faculty, administration, staff, peers and K-12 students. Demonstrates respect by creating a classroom environment which values diverse perspectives, models empathy and sets common goals for all students in order to build unity, asks appropriately challenging questions of all students and ensures all students participate with a high level of frequency. Demonstrates respect by revealing intellectual honesty in the transmission of knowledge for the goal of being the most effective teacher.	Inconsistently demonstrates respect and professionalism in relationships with faculty, administration, staff, peers and K-12 students. Inconsistently demonstrates respect by sometimes creating a classroom environment which values diverse perspectives, sometimes models empathy and sometimes sets common goals for all students in order to build unity, sometimes asks appropriately challenging questions of some students and sometimes ensures some students participate with a high level of frequency. Is inconsistently revealing intellectual honesty in the transmission of knowledge. Is sometimes an effective teacher.	Does not demonstrate respect and professionalism in relationships with faculty, administration, staff, peers and K-12 students. Does not create a classroom environment which values diverse perspectives, does not model empathy and does not set common goals for all students and does not build unity, does not ask appropriately challenging questions of students and does not ensure students participate with a high level of frequency. Does not reveal intellectual honesty in the transmission of knowledge. Is not an effective teacher.	

<p>Compassion and Understanding IPTS: 9E, 9H, 9H, 9K</p>	<p>Consistently demonstrates appropriate care and understanding in all actions with others. Is sensitive to the needs of others and shows compassion for the human condition by demonstrating a working knowledge of Social & Emotional Learning competencies of all students by cultivating a learning community where all students are valued and treated equitably and where the candidate and students demonstrate genuine care and respect for one another.</p>	<p>Inconsistently demonstrates appropriate care and understanding in actions with others. Is inconsistently sensitive to the needs of others and sometimes shows compassion for the human condition by inconsistently demonstrating a working knowledge of Social & Emotional Learning competencies of students by inconsistently cultivating a learning community where the students are sometimes valued and sometimes treated equitably and where the candidate and the students sometimes demonstrate genuine care and respect for one another.</p>	<p>Does not demonstrate appropriate care and understanding in actions with others. Is not sensitive to the needs of others and does not show compassion for the human condition. Does not demonstrate a working knowledge of Social & Emotional Learning competencies of students and does not cultivate a learning community where the students are valued and treated equitably. The candidate and the students do not demonstrate genuine care and respect for one another.</p>	
<p>Accepts Constructive Suggestions & Displays</p>	<p>Consistently displays a stable, secure and balanced emotional disposition and maturity even</p>	<p>Inconsistently displays a stable, secure and balanced emotional disposition and maturity in</p>	<p>Displays a lack of emotional control and does not demonstrate a stable, secure and balanced</p>	

<p>Emotional Maturity IPTS: 8J, 8K, 8N</p>	<p>in the most stressful of situations. Takes complete responsibility for actions. Consistently accepts critiques and professionally responds to critiques and viewpoints by faculty, supervisors, cooperating teachers, other professionals and peers.</p>	<p>stressful and no stress situations. Does not always accept responsibility for actions. Does not always accept critiques and does not always respond professionally to critiques and viewpoints by faculty, supervisors, cooperating teachers, other professionals and peers.</p>	<p>emotional disposition in stressful and no stress situations. Does not accept responsibility for actions and blames others for errors and/or failures. Does not accept critiques and does not respond professionally to critiques and viewpoints by faculty, supervisors, cooperating teachers, other professionals and peers.</p>	
<p>Collaborative Practice IPTS: 8B, 8C, 8D, 8F, 8K, 8O</p>	<p>Consistently works well with peers, faculty, administration, cooperating teachers and K-12 students by supporting and working toward class or small group goals by contributing to the greater good through offering work, products or ideas with the work ethic of above and beyond the basic expectation. Inspires others to offer ideas and works to</p>	<p>Inconsistently works well with peers, faculty, administration, cooperating teachers and K-12 students by sometimes supporting and working toward class or small group goals by sometimes contributing to the greater good through offering work, products or ideas with the work ethic of sometimes going above and beyond the basic expectation.</p>	<p>Puts forth minimal effort and does not work well with peers, faculty, administration, cooperating teachers and K-12 students. Does not support the class or small group and does not go above or beyond, only offering the minimal work or no work at all. Does not promote the greater good and does not offer work, products or ideas. Does not display a</p>	

	<p>safeguard the success for the whole group. Communicates in a reliable and professional manner and demonstrates respect at all times.</p>	<p>Sometimes inspires others to offer ideas and sometimes works to safeguard the success for the whole group. Sometimes communicates in a reliable and professional manner and sometimes demonstrates respect.</p>	<p>solid work ethic. Is negative and does not inspire others to offer ideas and does not safeguard the success for the whole group. Either does not communicate or communicates sporadically and is not respectful toward team members.</p>	
<p>Class & Field Preparedness IPTS: 2A, 2B, 2C, 2I, 2P, 2Q, 3A</p>	<p>Consistently demonstrates an understanding of professionalism through knowledge of content areas, preparation of materials, punctual arrival, and completion of tasks. Attends scheduled classes, field assignments and contacts the professor and others in advance of any absences and provides valid evidence for any absence.</p>	<p>Inconsistently demonstrates a lack of understanding for professionalism through lack of preparation for knowledge of content areas, preparation of materials, punctual arrival, and completion of tasks. Sometimes misses scheduled classes, field assignments and sometimes contacts the professor and others in advance of any absences and provides valid evidence for any absence.</p>	<p>Does not demonstrate an understanding of professionalism through knowledge of content areas, preparation of materials, punctual arrival, and does not complete assigned tasks. Exhibits a pattern of unpunctuality and/or absence for scheduled classes, field assignments and fails to contact the professor and others in advance of any absences and does not provide valid evidence for any absence.</p>	

			Sometimes disrupts the class or field experience when arriving late.	
Diversity IPTS: 1A, 1C, 1K, 1L, 3C, 3M, 3P	Consistently understand the needs of all types of learners and does not exhibit stereotypical behavior towards differences (race, class, ethnic group, sexual orientation, gender orientation, ability, etc.) and demonstrates high expectations for all students. Consistently exhibits the fair treatment of others through differentiation and actively seeks opportunities to work with those of different ability, race, gender or ethnicity. Demonstrates concern for others, often placing the other's needs ahead of own.	Inconsistently understands the needs of all types of learners and sometimes exhibits stereotypical behavior towards differences (race, class, ethnic group, sexual orientation, gender orientation, ability, etc.) and sometimes demonstrates high expectations for all students. Inconsistently exhibits fair treatment of others through differentiation and sometimes actively seeks opportunities to work with those of different ability, race, gender or ethnicity. Inconsistently demonstrates concern for others, sometimes placing the other's needs ahead of own.	Does not demonstrate understanding for the needs of all types of learners and exhibits stereotypical behavior towards differences (race, class, ethnic group, sexual orientation, gender orientation, ability, etc.) and does not demonstrate high expectations for all students. Does not exhibit fair treatment of others and does not differentiate and does not actively seek opportunities to work with those of different ability, race, gender or ethnicity. Does not demonstrate concern for others and cares for self before others.	

<p>Safety IPTS: 4F, 4G, 4I, 9B, 9C, 9R</p>	<p>Consistently shows good judgment regarding safety conditions in working with various age groups. The teacher candidate consistently demonstrates use of classroom management techniques and demonstrates how teacher movement around the classroom can be used to manage student behavior and work output. The teacher candidate consistently uses verbal and nonverbal signals as a means to managing student behavior and consistently models calm and in-control behavior. The teacher candidate consistently manages time, space, transitions and activities to create an effective and safe learning</p>	<p>Inconsistently shows good judgment regarding safety conditions in working with various age groups. The teacher candidate inconsistently demonstrates use of classroom management techniques and inconsistently demonstrates how teacher movement around the classroom can be used to manage student behavior and work output. The teacher candidate inconsistently uses verbal and nonverbal signals as a means to managing student behavior and inconsistently models calm and in-control behavior. The teacher candidate inconsistently manages time, space, transitions and activities to create an effective and</p>	<p>Does not show good judgment regarding safety conditions in working with various age groups. The teacher candidate does not demonstrate use of classroom management techniques and does not demonstrate how teacher movement around the classroom can be used to manage student behavior and work output. The teacher candidate does not use verbal or nonverbal signals as a means to manage student behavior and does not model calm and in-control behavior. The teacher candidate does not manage time, space, transitions and activities and does not create an effective and safe learning environment. The aisles are</p>	
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	environment. The aisles are clear and materials have a designated space.	safe learning environment. The aisles are sometimes clear and some materials have a designated space.	sometimes cluttered with debris and materials are scattered around the classroom.	
Honesty, Integrity & Ethical Practice IPTs: 9I, 9Q, 9T	Consistently engages oneself in honorable and ethical conduct as demonstrated through actions of honesty, integrity & ethical practice by demonstrating professionalism with issues of assignments, exams, technology, personal and professional confidences regarding faculty, administration, staff, peers and K-12 students.	Inconsistently engages oneself in honorable and ethical conduct as demonstrated through actions of honesty, integrity & ethical practice by sometimes demonstrating professionalism with issues of assignments, exams, technology, personal and professional confidences regarding faculty, administration, staff, peers and K-12 students.	Does not engage oneself in honorable and ethical conduct as demonstrated through actions of dishonesty, lacks integrity & lacks ethical practice by demonstrating a lack of professionalism with issues of assignments, exams, technology, personal and professional confidences regarding faculty, administration, staff, peers and K-12 students.	

Name of Teacher Candidate: _____

Name of Faculty Member: _____

Date: _____