

Initial Licensure Disposition Policy

(REVISED August 2023)

The goal of the Disposition process for students is to develop awareness and the necessary skills to become an exemplary educator. It is essential that the following Initial Licensure Disposition expectations are discussed, modeled, and emphasized in **all** AU teacher preparation courses taught by both fulltime faculty and adjunct faculty. Please look closely over each Disposition area below and the related indicators (pp.2/3). If a student is struggling in any of these areas, these issues need to be addressed with the student, supported, and remediated:

- respectful professional behavior and communication with AU faculty, students, families, and cooperating teachers in field experiences, at all times,
- appropriate emotional maturity in all situations,
- collaborative work and planning within class and field experiences,
- consistent punctuality and preparedness for both classes and field experiences,
- culturally responsive awareness, respect, care, planning, and instruction,
- safety and classroom management issues,
- ethical decision making and behavior, at all times,
- strong oral and written language skills for effective communication and instruction.

In order to support the development of positive and appropriate professional educator dispositions, all faculty members will evaluate their students as needed, and at the end of every semester using a universal assessment form. The Disposition form will be available on and submitted in Tevera.

Please note that the Disposition form on Tevera may be completed **during** the semester if concerning or unacceptable student behaviors are evident and need immediate remediation. The student will be notified, and a Disposition conference will be held with the student and the reporting faculty member. During the conference the student will create a documented remediation plan with goals for improvement within an appropriate timeline. The remediation plan will outline specific steps and behaviors being taken to support growth and improvement. Implementation of the remediation plan will be expected within all AU classes and field experience settings, and this also includes all communication with AU faculty and staff, and all field experience staff and students. Continuation in the program is contingent on the student's successful completion of the remediation plan.

The remediation plan will be monitored by the reporting faculty member, Coordinator of the program of study, and the Chair of Initial Licensure. If a student has 3 or more Concern or Unacceptable ratings, the student will be required to attend a Disposition conference with the Chair of Initial Licensure, Coordinator of the program of study, and the Directors of Field Placement to determine if the student will be permitted to progress to student teaching or be dismissed from the College of Education and Social Work. Outcomes from this review become part of the student's permanent record.

Disposition Indicators

1. Respect, Compassion and Understanding: (LE3,4, CC2,3 ,PR) Consistently demonstrates:

- a. A respectful demeanor in relationships with faculty, administrations, staff, peers, K-12 students,
- b. Genuine care, empathy, and understanding, being sensitive to the needs of others,
- c. Creating a classroom environment that values diverse perspectives, and equitable treatment by demonstrating a working knowledge of Social & Emotional Learning Competencies.

2. Emotional Maturity/Self -Awareness and Management (PR, PR3) Consistently:

- a. Demonstrates balanced, appropriate emotional disposition and maturity,
- b. Takes complete responsibility for actions, regulating emotions and acting appropriately in all situations,
- c. Communicates in a reliable and professional manner, demonstrating respect at all times,
- d. Accepts suggestions/feedback/critiques from faculty, supervisors, cooperating teachers, peers, and responds professionally.

3. Collaborative Practice: (CC) Consistently:

- a. Works positively with peers, faculty, administration, cooperating teachers, and K-12 students, by contributing to the greater good, through hard work and offering ideas that move projects forward,
- b. Actively participates, offers work, products, and ideas with work ethic above and beyond expectation,
- c. Inspires others to offer ideas and works to safeguard success for the whole group.

4. Class and Field Experience Punctuality: (PR IN, A): Consistently demonstrates:

- a. Regular attendance and punctual arrival at scheduled classes and contacts the professor in advance of absences with valid evidence.
- b. Regular attendance and punctual arrival at scheduled field experience locations and contacts the professor and others in advance of absences with valid evidence.

5. Class and Field Experience Preparedness: (PR IN, A): Consistently demonstrates:

- a. Displays strong knowledge of content areas.
- b. Thorough completion of all course assignments, tasks, and preparation of materials, submitted to professor on time, by scheduled due dates.
- c. Thorough planning and completion of all field experience assignments, tasks, and preparation of materials, submitted to professor on time, by scheduled due dates.

6. Culturally Responsive Teaching: (IN7, IN8, IN10, IN,14, IN18, A3, A4) Consistently:

- a. Understands the needs of all types of learners and builds a respectful and supportive learning community for all,
- b. Does not exhibit stereotypic behaviors towards differences (race, class ethnicity, ability, gender, or sexual orientation),
- c. Demonstrates high expectations for all students, and asks challenging questions of all, ensures frequent participation for all students,
- d. Exhibits fair treatment of others through differentiation and actively seeks opportunities to work with those of different ability, race, gender, or ethnicity.

7.Safety and Classroom Management: (LE1, LE2) Consistently demonstrates:

- a. Good judgement, anticipation, and planning regarding physical and emotional safety conditions,
- b. Use of appropriate classroom management techniques and plans and understands how movement around the classroom can manage student behavior and work output,
- c. Uses verbal and non-verbal signals to manage student behavior and models calm and in-control behavior,
- d. Managing time, space, transitions, and activities to create an effective and safe learning environment,

8.Honesty, Integrity, Ethical Practice: (PR) Consistently:

- a. Engages in honorable and ethical conduct through actions of honesty and integrity,
- b. Demonstrates professionalism with issues of exams, technology, personal/professional confidences, regarding faculty, administration, staff, peers, and K12 students.
- c. Demonstrates intellectual honesty in the transmission of knowledge, for the goal of being the most effective teacher.

9.Oral/Written Language: (LE, IN, A) Consistently:

- a. Demonstrates use of effective and appropriate communication skills, both oral and written in all settings, with faculty, students, parents and peers,
- b. Responds to all communication in a timely, professional, and positive manner,
- c. Models and uses oral and written language appropriately in how they speak and write, to clearly explain ideas, knowledge and give feedback in an effective, respectful manner,
- d. Shows evidence of appropriate use of language for a variety of purposes, and knowledge of phonetic, grammatical, and lexical rules.
- e. Ability to use academic language suited to different situations and subject areas,

The AU Disposition framework is aligned to the Illinois Professional Educator Standards.

IPES Illinois Professional Educator Standards

1. **Learning Environment (LE)** The competent teacher designs and provides a learning environment that is safe, healthy, equitable, accessible, developmentally appropriate, collaborative, and responsible.
2. **Instruction (IN)** The competent teacher plans and implements instruction that is justifiable, equitable, accessible, developmentally appropriate, challenging and engaging.
3. **Instructional Assessment (A)** The competent teacher creates and facilitates instructional assessment that is justifiable, equitable, accessible, developmentally appropriate, challenging, engaging, collaborative, supportive, protective, and informative.
4. **Collaboration and Cooperation (CC)** The competent teacher collaborates and communicates with families, colleagues, and the community to enhance educational opportunities and the learning experience for all learners.
5. **Professional Expectations and Pursuit of Growth Opportunities (PR)** The competent teacher meets professional expectations and pursues growth opportunities through analysis, reflection, and goal setting.

Student Disposition Rubric

Name of Teacher Candidate:

Name of Faculty Member:

Date:

Disposition Faculty: Mark with X in the appropriate ratings section based on the indicators listed for each area on pp. 2/3. Include the identifying indicator # for areas of concern and any relevant comments.	Acceptable (Consistently complies most of the time, 0-1 errors in compliance)	Concern (Inconsistent, Does not comply 2-3 times)	Unacceptable (Does not comply 3 or more times)	N/A Not applicable or observable at this time
1. Respect, Compassion and Understanding: Areas of Concern/comments:				
2. Emotional Maturity/Self-Awareness and Management: Areas of concern/comments:				
3. Collaborative Practice: Areas of Concern/Comments:				
4. Class and Field Experience Punctuality: Areas of Concern/Comments:				
5. Class and Field Experience Preparedness: Areas of Concern/Comments:				
6. Culturally Responsive Teaching: Areas of Concern/Comments:				
7. Safety and Classroom Management: Areas of Concern/Comments:				
8. Honesty, Integrity, Ethical Practice: Areas of Concern/Comments:				
9. Oral/Written Language: Areas of Concern/Comments:				

Disposition Remediation Plan

Teacher Candidate:

Date:

Faculty concerns and suggestions for improvement:

Student Remediation Plan:

Agreement:

I, _____ understand the concerns outlined on the disposition form.

I, _____ agree to carry out the steps outlined in the remediation plan.

I, _____ understand that in the event that 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 College of Education and Social Work.

Faculty signature:

Submit completed assessment rubric and plan on Tevera and notify: Chair of Initial Licensure, Coordinator the program of study, Kerry Warren and Lisa Moore, Co-Directors of Field Experiences.

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 member,
2. Coordinator of program of study,
3. Chair of Initial Licensure,
4. Dean of the College of Education and Social Work,
5. Vice President for Academic Affairs.

