

Disposition Concerns Illinois State University

To the Teacher Candidate: A primary focus of teacher education at ISU is helping candidates transition from their role as student to their role as teacher and professional educator.

The process of becoming an educator, who consistently demonstrates proficient practice of professional behaviors and dispositions, begins with admission to teacher education and continues through student teaching to graduation, licensure, and career entry. Because the development of professionalism is critical to a teacher candidate's success, these behaviors and disposition indicators are monitored and evaluated throughout the teacher preparation program. To ensure that all teacher candidates are developing, demonstrating, and improving collaboration skills, reflection, responsibility, and other professional behaviors, the "Disposition Indicators" listed below are regularly assessed by ISU faculty, staff, cooperating teachers, and school partners. A Disposition Concern documents behaviors or actions that do not meet expectations of professionalism. The disposition concern documentation will be addressed with the individual teacher candidate. Earning even a **single disposition concern** is a very serious matter, but this process is meant to be instructive for professional growth rather than punitive. When the disposition concerns are identified, they should be remediated by the teacher candidate.

Disposition Indicators

Collaboration Issues: The ability to work together, especially in a joint intellectual effort.

Honesty/Integrity: The ability to demonstrate truthfulness to oneself and to others; demonstrate moral excellence and trustworthiness.

Respect: The ability to honor, value, and demonstrate consideration and regard for oneself and others.

Reverence for Learning: Respect and seriousness of intent to acquire knowledge.

Emotional Maturity: The ability to adjust one's emotional state to suitable level of intensity in order to remain engaged with one's surroundings.

Reflection: The ability to review, analyze, and evaluate the success of past decisions in an effort to make better decisions in the future.

Flexibility: The willingness to accept and adapt to change.

Responsibility: To act independently, demonstrating accountability, reliability and sound judgment.

Teacher Candidate's Name (please print) UID Major

Explanation of Concern(s):

This concern has been discussed with the teacher candidate. My signature verifies that I am aware of the document's contents and existence.

Faculty/Staff Signature **Teacher Candidate Signature**

Faculty/Staff Name (please print) **Department** **Date**

Resolvable

Unresolvable

If resolvable, end date of when it can be resolved: _____

Date resolved: _____

Faculty/Staff: In order for a disposition concern to be completely resolved and the teacher candidate's file updated, you must notify Troy Hinkel, Associate Director of The Lauby Teacher Education Center (thinkel@ilstu.edu). If not, the disposition concern remains in place.

Please send a copy of this disposition concerns to: Clinical Experiences and Licensure Processes (CELP), Campus Box 5440

Rubric Disposition Concerns

Indicator	Does Not Meet Expectation	Meets Expectation
Teacher candidate has appropriate disposition to work with children or young adults.	Teacher candidate has shown a pattern of behavior through three unresolved referrals and the candidate's department has not notified CELP that the issues have been resolved.	Teacher candidate has no referrals or no referrals that have not been resolved by the candidate's major department (candidate's major department has notified CELP of resolution).

General Procedures: Teacher candidates must **meet expectations** for Admission to Professional Studies and for Admission to Student Teaching.

Faculty/Staff will report disposition concerns after discussing the concern with the teacher candidate. The faculty/staff member will complete the Disposition Concern form and have the teacher candidate sign and date the form. The original form is then sent to CELP.

The CELP office will send a copy of the concern to the teacher candidate's major program coordinator.

If the Disposition Concern is resolvable, it is the responsibility of the department to investigate and resolve the Disposition Concern with the teacher candidate. Departments must notify CELP when they are satisfied that the documented concerns have been resolved.

When a teacher candidate has a record of three disposition concerns on file in the CELP office that have not been resolved by the teacher candidate's major department, the teacher candidate will not continue in teacher education and will not be admitted to Gateway 1, Gateway 2, or Gateway 3. CELP will contact the major department to verify that the three disposition concerns have not been resolved or are not resolvable.

Resolution of Disposition Concerns

Teacher candidates are responsible to follow up on a resolvable disposition concern and to discuss how it may be resolved with the individual who wrote the concern. The teacher candidate may also wish to contact the Director or Coordinator of the specific Teacher Education Program, to see if there may be a means to resolve the issue at the department level. If a teacher candidate has **three unresolved** disposition concerns, the teacher candidate will not be able to continue in teacher education and will not be admitted to Gateway1, Gateway 2, or Gateway 3. The teacher candidate may appeal this decision to the Council for Teacher Education. The appeal process begins with contacting the Associate Director of the Cecilia Lauby Teacher Education Center, 56 DeGarmo Hall, 438-3541.

Documentation of Teacher Candidate Conference
(May be used by Program Coordinators to resolve disposition concerns.)

Student: _____	Other Participants: _____

Concern:

Plan:

Teacher Candidate Signature

Faculty Signature

Date: _____