

Disposition Concerns Illinois State University

Disposition concerns are very important for teacher candidates as disposition becomes increasingly important to the development of collaboration skills and other professional behaviors. Concerns need to be identified early and problems need to be resolved as soon as possible. All teacher candidates will be evaluated on the following disposition indicators*, but only those candidates who have engaged in behaviors that suggest a negative disposition should be reported.

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: The ability to act independently, demonstrating accountability, reliability and sound judgment.

Student'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

Student Signature

Faculty/Staff Name (please print)

Department

Date

Send a copy of this report to: CECP, Campus Box 5440

* Adapted from materials created and used by the Special Education Department, Illinois State

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 student's department has not notified CECP that the issues have been resolved.	Teacher candidate has no referrals or no referrals that have not been resolved by the student's major department (student's major department has notified CECP of resolution.)

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

Faculty/Staff/PreK-12 School Personnel 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 CECP.

The CECP office will send a copy of the concern to the student's major program coordinator. It is the responsibility of the department to investigate and resolve dispositional concerns with the teacher candidate. Departments must notify CECP when they are satisfied that specific concerns have been resolved.

When a student has a record of three dispositional concerns in the CECP office that have not been resolved by the teacher candidate's major department, the student will have a "No" for meeting this disposition assessment and will not be admitted to Professional Studies and/or Student Teaching. CECP will contact the major department to verify that the 3 dispositional concerns have not been resolved.

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

Student: _____	Other Participants: _____ _____ _____ _____
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Concern:

Plan:

Student Signature

Faculty Signature

Date: _____