

University of Tennessee, Knoxville

Professional Dispositions Expected of All Teacher Candidates

Teacher candidates at the University of Tennessee are expected to demonstrate behaviors that are indicative of the following dispositions characteristic of effective teachers. (Examples of behaviors showing each disposition can be found at the following web site: <http://web.utk.edu/~wishar1/ddm>)

The candidate shows a disposition toward and commitment to each of the following:

1. Providing equitable learning opportunities for all students
2. Promoting achievement of students at all levels
3. Recognizing students' unique prior knowledge, life experiences, and interests as part of the context for student learning
4. Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning
5. Seeking out, developing, and implementing the most appropriate methods to meet the diverse learning needs of the students
6. Developing students' skills as problem-solvers as they progress toward becoming independent, self-directed learners
7. Life-long learning and personal growth through reflection, seeking constructive feedback, and willingness to learn from others and past experience
8. Effective planning and classroom organization as tools in maximizing the time available for instruction and learning
9. Collaborating with other professionals to improve the overall learning of students.
10. Maintaining my position as a positive role model for students and others in regular attendance, grooming, punctuality, and professional demeanor
11. Demonstrating positive work habits and interpersonal skills, including a positive attitude, dependability, honesty and respect for others
12. Accepting responsibility for what occurs in my classroom and for other school-wide responsibilities that contribute to student learning and a safe, orderly environment
13. Participating in professional growth activities within and outside the school
14. Maintaining the standards of confidentiality regarding student information and communications
15. Using sound judgment and thoughtful decision making with consideration of the consequences

I understand that I must adequately and consistently demonstrate these dispositions in order to maintain my good standing in the teacher preparation program at the University of Tennessee.

Signed _____ SSN _____

Printed name _____ Date _____

Dispositions and Examples

Dispositions, as such, cannot be measured by pencil and paper instruments, nor can they be observed directly. Behavioral indicators can be used to infer candidate dispositions. Listed below are examples of behaviors or actions that can be used for this purpose.

Preservice teachers are presented with opportunities to demonstrate dispositions in the college courses they take as part of their teacher preparation program. Dispositions are evident in the nature and quality of the assignments the preservice teacher completes and in his or her classroom interactions with instructors and classmates.

Preservice teachers have a wide variety of opportunities to work with teachers and students in K-12 schools. These settings provide unique opportunities to actively demonstrate dispositional characteristics. Field experiences, student teaching and the Internship are particularly important in demonstrating dispositional competence because of the sustained time preservice teachers spend in the classroom.

1. Providing equitable learning opportunities for all students

- Adapts instruction to meet varying needs and abilities, for example, fulfills instruction as detailed on an IEP for a student
- Holds high expectations for all students
- Demonstrates no sign of overt bias, prejudice, or lack of fairness toward certain students or groups of people
- Creates a learning environment that enables all students to reach their full potential.

2. Promoting achievement of students at all levels

- Demonstrates persistence in helping all children achieve success
- Holds positive expectations for all students to learn
- Reinforces student achievement for all students
- Does not negatively compare current students to other students with whom they have worked
- Conveys high expectations for student achievement
- Advocates for all learners

3. Recognizing students' unique prior knowledge, life experiences, and interests as part of the context for student learning

- Demonstrates the belief that diversity in the classroom, in the school, and in society enhances learning
- Develops lessons that encourage students to value and draw upon their unique life circumstances
- Selects materials, develops lessons, and promotes classroom environments that counteract negative stereotypes and bigotry
- Fosters student appreciation for diversity in the classroom
- Demonstrates sensitivity to the legitimate needs and concerns of others.
- Demonstrates positive attitudes toward diverse cultures and learners
- Provides students with access to varying points of view

4. Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning

- Appreciates unique community culture
- Provides materials for students of different cultures (bulletin boards, library books)
- Welcomes involvement of family and community members
- Recognizes, values, and utilizes assets in the community

5. Seeking out, developing, and implementing the most appropriate methods to meet the diverse learning needs of the students

- Adapts teaching to changing classroom circumstances (Flexibility)
- Adapts instruction and assessment to fit various learning styles
- Adapts instruction and assessment for students with special needs
- Aware of the process for making referrals
- Seeks and supports student services when appropriate

6. Developing students' skills as problem-solvers as they progress toward becoming independent, self-directed learners

- Models problem-solving skills
- Provides opportunities for students to learn conflict resolution skills
- Utilizes peer tutors in the classroom
- Provides opportunities for students to learn to function in cooperative learning groups
- Provides opportunities for student decision making
- Shares decision making with students

7. Life-long learning and personal growth through reflection, seeking constructive feedback, and willingness to learn from others and past experience

- Values and participates in opportunities to improve instructional practices and teaching activities
- Seeks opportunities to learn new skills
- Views reflection as a component of the instructional process
- Responds constructively to professional feedback from supervisors and others, making changes to address legitimate concerns.
- Seeks clarification and/or assistance as needed
- Exhibits curiosity about new and seemingly old concepts
- Displays creative ideas about and applications to education concepts
- Models flexibility regarding course content, process and tasks
- Makes connections to previous readings/experiences/courses, etc.

8. Effective planning and classroom organization as tools in maximizing the time available for instruction and learning

- Prepares for classes, meetings, and group work
- Submits lesson plans within agreed-upon timelines
- Plans daily instruction in light of long range goals and objectives
- Manages time effectively
- Establishes routines and procedures to maximize instructional time (how to submit homework, taking attendance, etc.)
- Organizes seating and resources for efficiency
- Completes assigned tasks from group activities within an acceptable time frame
- Prioritizes work based upon established goals

9. Collaborating with other professionals to improve the overall learning of students.

- Works together with others to achieve a common goal.
- Responds positively to requests from other professionals for collaboration.
- Makes a contribution to group effort
- Shares information and materials with others

- Assists peers
- Supports decisions of group willingly, even if different from own
- Supports work of others
- Establishes professional goals that are aligned with those of the organization.
- Plans and sets goals and priorities with others
- Maximizes individuals' talents
- Distributes responsibilities evenly
- Keeps groups on task

10. Maintaining his/her position as a positive role model for students and others in regular attendance, grooming, punctuality, and professional demeanor

- Arrives for class/work on time
- Attends class/work regularly except when excused in advance
- Exhibits positive attitude toward the discipline and/or teaching profession
- Acts and dresses according to the standards of the school where the candidate is placed
- Maintains composure in the classroom
- Demonstrates situationally appropriate behavior.
- Uses language free of profanity and malicious statements toward any individual or groups
- Models behavior expected of both teachers and learners in an educational setting
- Uses appropriate tone of voice
- Maintains emotional control
- Uses self-disclosure appropriately
- Uses appropriate non-verbal expressions
- Responds appropriately to actions and reactions of others
- Demonstrates good personal hygiene
- Recognizes the need for, and seeks help in, one of the areas above (self-monitoring)

11. Demonstrating positive work habits and interpersonal skills, demonstrating a positive attitude, dependability, honesty and respect for others

- Completes assignments, duties, or tasks on time
- Demonstrates willingness to adapt instruction to "best practices"
- Interacts in a positive and professional manner with students, peers, teachers, university personnel, and others
- Communicates without intent to deceive
- Considers opinions of others with an open mind
- Listens attentively to others in a variety of contexts
- Interacts in a polite and respectful manner
- Respects the property of others
- Demonstrates empathy and concern for others
- Displays equitable treatment of others
- Acknowledges perspectives of individuals from diverse cultural and experiential backgrounds
- Interacts appropriately in relation to cultural norms
- Acts from a positive frame of reference, including when changes occur
- Returns borrowed materials in a timely manner
- Respects the intellectual property of others by giving credit to others when using their work and avoiding plagiarism
- Adheres to the accepted standards of truthfulness, honesty, and ethical behavior as stated in UT's Hilltopics, internship guidelines, and course syllabi.
- Provides students access to varying points of view
- Shows due courtesy and consideration for people and ideas
- Maintains positive working relationships with peers

12. Accepting responsibility for what occurs in his/her classroom and for other school-wide responsibilities that contribute to student learning and a safe, orderly environment

- Consciously avoids acting in a dangerous or irresponsible manner that might put students at risk
- Identifies personal responsibility in conflict/problem situations
- Initiates communication to resolve conflict
- Adapts to new or unexpected situation
- Accepts consequences for personal actions or decisions
- Submits assignments/reports on time or follows procedures for extensions
- Takes action to solve problems within the authority granted to the candidate
- Takes initiative to get materials and notes when absent from meetings or classes
- Seeks/locates needed resources
- Maintains order
- Follows school procedures for discipline referrals
- Ensures accuracy of information for which he/she is responsible
- Supports assignments outside the classroom, such as bus duty or bathroom duty
- Supports school system policies regarding health and safety issues
- Knows and is prepared to implement plans for disasters and emergencies as required by the school system

13. Participating in professional growth activities within and outside the school

- Attends school and school system inservice/staff development sessions
- Pursues opportunities in professional educational organizations and associations.
- Is open to opportunities to attend/present at meetings of professional groups.

14. Maintaining the standards of confidentiality regarding student information and communications

- Maintains confidentiality of student records, parent communications, and private professional communications.
- Uses language that meets professional standards and is not demeaning or harmful to any individual or group

15. Using sound judgment and thoughtful decision making with consideration of the consequences

- Uses credible and data-based sources
- Generates effective/productive options to situations
- Analyzes situations, comments, and interactions and makes appropriate adjustments that promote a positive learning environment
- Makes reasoned decisions with supporting evidence
- Uses appropriate strategies to respond to emotional and emergency situations
- Supports and follows school, system, and university directives
- Avoids engaging in illegal or unethical conduct involving minor children or other behavior which would be grounds for dismissal from a teaching position

Assessing Teacher Candidate Dispositions at UTK

Not only must teacher candidates possess content area knowledge above and beyond that which they are expected to impart to their students, they must also have the knowledge and skills to determine how best to provide learning experiences that will enable all students to learn. In addition, they must have the attitudes, values, and dispositions to use the knowledge and skills most efficiently and effectively so that both the students and the candidate learn throughout the process.

The NCATE definition of dispositions is as follows: The values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as educator's own professional growth. INTASC standards explicitly define expected dispositions, and dispositions are inherent in the Tennessee Framework for Evaluation and Professional Growth

Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

Dispositions cannot be measured by pencil and paper instruments, nor can they be observed directly. Behavioral indicators and oral/written expression can be used to infer candidate dispositions. The 15 dispositions integral to the UTK teacher preparation program and behavioral examples may be found at <http://web.utk.edu/~wwishar1/ddm> UTK teacher candidates have opportunities in their college courses to demonstrate their dispositions through the nature and quality of the assignments they complete and their interactions with instructors and peers.

Preservice teachers also work with teachers and students in K-12 schools that provide unique opportunities to demonstrate the dispositions needed for success as teachers. In addition to field experiences, student teaching and/or the internship offer extended time in the classroom with ample time to demonstrate desirable dispositions.

Candidates will be made aware of the dispositions and expectations regarding them upon being admitted to the teacher education program or as soon thereafter as possible. Candidates will verify in writing that they have been informed. The verification form must be returned within 10 days to complete the admission process and assure their place in the program.

In the UTK teacher preparation program, teacher candidates are expected to demonstrate the dispositions throughout their program. Some dispositions will be targeted in each of the required courses: CSE 400; EP 401; SE 402; IT 486; and either CFS 470, TPTE 351 or TPTE 352 (see Matrix on the following page). At the conclusion of each of these courses, the instructor will check each candidate as showing either proficiency or lack thereof in regard to the targeted dispositions. By the time the candidate has completed the four courses, each disposition that can be demonstrated prior to the internship will have been targeted at least once for proficiency.

Any College instructor or public school mentor teacher working with the candidate can report a Dispositional Deficiency at any time for any of the 15 dispositions. Although rare, some situations do arise in which candidates fail to display appropriate dispositions. The process seeks to make the candidate aware of the concern and provide him or her support in responding to it. Should such efforts fail, it may be deemed in the best interest of the candidate to remove him or her from the program.

When a deficiency is reported, the instructor or school mentor teacher must document in writing the behavior and/or language used by the candidate that is the basis for the deficiency report. The instructor or school mentor teacher must then meet with the candidate to make him or her aware of this action and the reason for it before submitting the deficiency report. Students are to be given a copy of any form requiring their signature.

Students who have not been formally admitted to teacher education but who participate in field experiences in the schools are expected to be informed about the dispositions and display behavior demonstrating

appropriate dispositions. It is our expectation that all UT students working in schools will meet these expectations. However, if a deficiency is noted, a Dispositional Deficiency Form will be completed by the teacher mentor and university mentor or by the course instructor. The form will be filed with the student's adviser and will become part of the information provided to the admission board when the student formally applies for admission to teacher education.

Required Disposition Assessment Matrix

Dispositions positive check-off in required courses	CSE 400	EP 401	SE 402	IT 486	Art Ed 350 CFS 470 TPTE 420 TPTE 351 TPTE 352
1. Providing equitable learning opportunities for all students	X				
2. Promoting achievement of students at all levels			X		
3. Recognizing students' unique prior knowledge, life experiences, and interests as part of the context for student learning	X				
4. Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning	X				
5. Seeking out, developing, and implementing the most appropriate methods to meet the diverse learning needs of the students	X		X		
6. Developing students' skills as problem-solvers as they progress toward becoming independent, self-directed learners		X			
7. Life-long learning and growth through personal reflection, seeking constructive feedback, and willingness to learn from others and past experience				X	
8. Effective planning and classroom organization as tools in maximizing the time available for instruction and learning		X			
9. Collaborating with other professionals to improve the overall learning of students			X	X	
10. Maintaining his/her position as a positive role model for students and others in regular attendance, grooming, punctuality, and professional demeanor				X	X
11. Demonstrating positive work habits and interpersonal skills, including a positive attitude, dependability, honesty, and respect for others			X	X	X
12. Accepting responsibility for what occurs in his/her classroom and for other school-wide responsibilities that contribute to student learning and a safe, orderly environment		X			
13. Participating in professional growth activities within and outside the school					
14. Maintaining the standards of confidentiality regarding student information and communications					X
15. Using sound judgment and thoughtful decision making with consideration of the consequences		X	X		

**UT College of Education, Health, and Human Sciences
Dispositions Observations - Summer 2006**

CSE 400 Section 002

Instructor: Yan Cao

Check (3) in each column beside a student's name to indicate you have observed behavior indicative of that disposition by the student. Behaviors associated with each disposition are cited at <http://web.utk.edu/~wwishar1/ddm>. If a student exhibits behavior contrary to the desired behaviors, put a zero (0) in the column and complete a Dispositional Deficiency Form for each deficiency to accompany the return of this completed form.

DISPOSITIONS TO BE OBSERVED IN THIS COURSE: The student is committed to

- 1. Providing equitable learning opportunities for all students**

- 3. Recognizing students' unique prior knowledge, life experiences, and interests as part of the context for student learning**

- 4. Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning**

- 5. Seeking out, developing, and implementing the most appropriate methods to meet the diverse learning needs of the students**

Student	Dispositions			
	1	3	4	5
Ashmore, Virginia Claire				
Belisle, Sarah Annette				
Boutin, James Nash				
Carpenter, James Andrew				
Collier, Lauren Ann				
Daugherty, Jaclyn Nicole				
Davis, Amanda Katherine				
Doss, Randall Wesley				
France, Jason Wayne				
Hendrick, Robyn Lee				
Hood, Stephanie Jane				
Howard, Laticia Ogle				
Kirkland, Teresa Ann				
Lingerfelt, Sara Arminda				
McGinnis, Erin Nicole				
McKown, Alison Lea				
Munsey, Timothy Wayne				
Nenninger, Joseph Donald				
Nesvick, Katherine Irene				
Peck, Rachelle Nicole				
Purucker, Sharon Annesi				
Roach, Heather Ellen				
Selbert, Cathy Jane				
Watkins, Shola Fayette				

Signed (Instructor) _____ Date: _____

***Please return this form (and any Dispositional Deficiency Forms) to
A329 Claxton, Office of School Based Experiences no later than Friday, July 78, 2006***

Process for Reporting and Processing Dispositional Deficiencies

An **Instructor** who becomes aware of Disposition Deficiency during a course follows these procedures: (Form available in the Office of Field Based Experiences, Claxton 329A)

Complete Candidate Disposition Deficiency Form (DDF), describing the troublesome behavior.

Meet with the candidate to discuss the DDF and obtain candidate signature.

Add comments to the DDF summarizing the conference and record the date.

Submit the DDF Form within three (3) working days of the conference with the candidate.

A **School Mentor** for a field experience, student teaching, or internship follows these procedures: (Form available in the Office of Field Based Experience, Claxton 329A)

Complete Candidate Disposition Deficiency Form (DDF), describing the troublesome behavior.

Meet with the candidate and the candidate's University Mentor to discuss the DDF and obtain candidate signature.

Add comments to the DDF summarizing the conference and record the date.

Submit the DDF Form to the candidate's University Mentor after the conference has ended.

A **University Mentor** of a field experience, student teaching, or internship experience follows these procedures:

Follow the same steps as An **Instructor** if a deficiency is noted by the University Supervisor.

When the deficiency is reported by a **School Mentor**, insure that the completed DDF Form is submitted within three (3) working days of the conference with the candidate.

The **Adviser, Instructional Team Leader or Designated Faculty Member** has the following responsibilities:

Level 1

Record the DDF form in a secure file not available to the candidate.

Monitor the candidate's file to determine if more than one DDF has been filed for the student.

Level 2: Upon receipt of a SECOND DDF form for the student,

In addition to the Steps in Level 1,

Contacts the candidate within five (5) working days to schedule a conference, at which time a remediation plan may be developed if necessary at the discretion of the advisor.

Following the conference, date and summarize the conference and remediation plan (if developed) as an addition to the DDF Form.

Level 3: Upon receipt of a THIRD DDF form for the candidate,

The steps for Levels 1 and 2 will be followed, with the exception that a remediation plan with timelines is mandatory.

The candidate will sign a form agreeing to the remediation plan and acknowledging awareness that an additional DDF Form can be grounds for removal from the teacher preparation program.

Level 4: Upon receipt of a FOURTH DDF form for the candidate,

Contact the student within five (5) working days to schedule a conference, at which time the candidate's progression in the program will be reviewed along with the written agreement signed by the candidate. At this time the candidate will be advised that a recommendation for the candidate's removal from the teacher preparation program will be sent to the Department Head. The candidate will also be advised that he or she has the right to prepare and deliver a written response to the Department Head within fourteen (14) days for consideration along with the recommendation.

Ask the candidate to sign a statement that he or she is aware of the information being sent to the Department Head although he or she may not necessarily agree with it.

Forward copies of all documentation regarding Dispositions for the candidate (including the form indicating awareness of the process) to the Department Head along with a copy of the "Recommendation for Removal From Program" form to the Department Head within 24 hours of the meeting.

The Department Head has the following responsibilities upon receipt of the "Recommendation for Removal From Program" (RRFP) form:

Review information sent by the Adviser, Instructional Team Leader, or Designated Faculty Member

Read carefully any written response submitted by the candidate.

Meet with the candidate and the Adviser, Instructional Team Leader, or Designated Faculty Member within fourteen (14) days of receipt of the RRFP form to review all information and make a decision.

Direct one of the following actions be taken: continuation of the candidate in the program; removal from the program; or insufficient evidence on which to make a decision (in which case the candidate continues in the program)

The Candidate may further appeal to the Associate Dean for Teacher Licensure within fourteen (14) days of receiving the decision from the Department Head.

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Dispositional Deficiency Form

Instructor/Mentor: _____

Date of Conference _____

Teacher Candidate: _____

SS # _____

Please Check Dispositional Area/areas of Concern

- 1. Providing equitable learning opportunities for all students
- 2. Promoting achievement of students at all levels
- 3. Recognizing students' unique prior knowledge, life experiences, and interests as part of the context for student learning
- 4. Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning
- 5. Seeking out, developing, and implementing the most appropriate methods to meet the diverse learning needs of the students
- 6. Developing students' skills as problem-solvers as they progress toward becoming independent, self-directed learners
- 7. Life-long learning and personal growth through reflection, seeking constructive feedback, and willingness to learn from others and past experience
- 8. Effective planning and classroom organization as tools in maximizing the time available for instruction and learning
- 9. Collaborating with other professionals to improve the overall learning of students
- 10. Maintaining his/her position as a positive role model for students and others in regular attendance, grooming, punctuality, and professional demeanor
- 11. Demonstrating positive work habits and interpersonal skills, demonstrating a positive attitude, dependability, honesty and respect for others
- 12. Accepting responsibility for what occurs in his/her classroom and for other school-wide responsibilities that contribute to student learning and a safe, orderly environment
- 13. Participating in professional growth activities within and outside the school
- 14. Maintaining the standards of confidentiality regarding student information and communications
- 15. Using sound judgment and thoughtful decision making with consideration of the consequences

Please describe the behavior and or language indicating deficiency

Signatures:

Teacher Candidate _____ (Indicates awareness not necessarily agreement)

Instructor/Mentor _____ Return form to Student Assessment Coordinator 440 Claxton Complex

Internship Disposition Assessment Form

Instructor/Mentor: _____

Date of Conference _____

Please print

Teacher Candidate: _____

SS # _____

Please print

Please rate the consistency of the candidate's behavior in demonstrating each disposition by circling your rating on the following basis:

C - Consistent: The candidate's behavior consistently demonstrates this disposition.

I - Inconsistent: The candidate's behavior is inconsistent in demonstrating this disposition.

D - Deficient: The candidate does not demonstrate this disposition. (If a disposition is rated Deficient, A Dispositional Disposition Form must be submitted or have already been submitted.)

- C I D 1. Providing equitable learning opportunities for all students
- C I D 2. Promoting achievement of students at all levels
- C I D 3. Recognizing students' unique prior knowledge, life experiences, and interests as part of the context for student learning
- C I D 4. Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning
- C I D 5. Seeking out, developing, and implementing the most appropriate methods to meet the diverse learning needs of the students
- C I D 6. Developing students' skills as problem-solvers as they progress toward becoming independent, self-directed learners
- C I D 7. Life-long learning and personal growth through reflection, seeking constructive feedback, and willingness to learn from others and past experience
- C I D 8. Effective planning and classroom organization as tools in maximizing the time available for instruction and learning
- C I D 9. Collaborating with other professionals to improve the overall learning of students
- C I D 10. Maintaining his/her position as a positive role model for students and others in regular attendance, grooming, punctuality, and professional demeanor
- C I D 11. Demonstrating positive work habits and interpersonal skills, demonstrating a positive attitude, dependability, honesty and respect for others
- C I D 12. Accepting responsibility for what occurs in his/her classroom and for other school-wide responsibilities that contribute to student learning and a safe, orderly environment
- C I D 13. Participating in professional growth activities within and outside the school
- C I D 14. Maintaining the standards of confidentiality regarding student information and communications
- C I D 15. Using sound judgment and thoughtful decision making with consideration of the consequences

Signatures: Teacher Candidate _____ (Indicates awareness, not necessarily agreement)

Instructor/Mentor _____

(Return form to Student Assessment Coordinator, 440 Claxton Complex and leave one copy with the student)

Disposition Remediation Plan

Candidate _____ Faculty Member _____

Disposition being addressed by this plan: _____

In order to address the deficiency noted above, the candidate will _____

Evidence of progress in addressing this deficiency will be shown by _____

To verify progress in addressing this deficiency, the appropriate individuals listed below may be contacted

Progress is expected to be observed initially within _____ days and will be monitored for a period of not less than _____.

The candidate has been informed he/she now has ____ Dispositional Deficiency Reports on file and that receiving a total of four (4) Dispositional Deficiency Reports can be grounds for removal from the teacher preparation program at the University of Tennessee.

Signed:

Candidate

Social Security Number

Faculty Member

Date

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Recommendation for Removal from Program

TO: _____, Department Head

FROM: _____

RE: _____

DATE: _____

It is hereby recommended that _____ be removed from the teacher preparation program at the University of Tennessee at the earliest possible time so as to allow the candidate to pursue other opportunities.

This recommendation is being made on the basis of Dispositional Deficiencies that indicate the candidate might find it extremely difficult to obtain teaching employment upon program completion and, if hired, would find it extremely difficult, if not impossible, to be successful as a classroom teacher.

Not everyone possesses the knowledge, skills, and dispositions to be a successful educator, and it would be a disservice to the candidate and to the program to allow the candidate to continue in the program while unsuitable.

Notice of dispositional deficiencies have been made known to the candidate. In accordance with the UTK teacher preparation disposition assessment process, one or more remediation plans were developed but have not resulted in sufficient proficiency in the disposition(s), thus advancing to the next step, being recommended for removal from the teacher preparation program.

The candidate is aware of the disposition assessment process and understands that he/she can appeal the removal by submitting a written response to this Recommendation for Removal from Program to the Department Head within 14 days.

Should that appeal fail, the candidate may file another appeal, this time to the Associate Dean for Licensure within 14 days of notification from the Department Head that the appeal has been denied.

Copies of all relevant information regarding deficiencies of the candidate, including reports signed by the candidate, will be attached to this report as it is submitted to the Department Head.

Signed:

Candidate (Signature indicates awareness, not agreement)

Social Security Number

Faculty Member

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