Disposition Intervention Report

**Purpose:** To identify candidates who are encountering difficulties in their development of professional dispositions, high standards of academic performance, and high standards of field work in area schools.

If an instructor is aware of difficulties of a candidate that may lead to the need for intervention, the instructor will track those difficulties on a report form (attached). The form allows the instructor to report areas of concern related to knowledge, skills, and dispositions. Once the instructor has completed the form, a copy is sent to the teacher candidate, the chair of the education department, the candidate’s academic advisor, and the original becomes part of the candidate’s file in the Muskingum University Education Office. Each report warrants an interview with the chair of the education department to address the violation. Three reports result in the department voting on the candidate’s retention or dismissal from the department. Some violations are grounds for immediate dismissal procedures. These are considered “Safe School Violations” and are outlined on the reverse side of the Dispositions checklist.

Examples of issues necessitating a report:

1. The candidate’s academic work during the course was consistently poor. The instructor could complete a Disposition Intervention Report to the candidate and the department that the candidate is not performing in a manner associated with a professional teacher.
2. A candidate is inconsistent in professional behavior for field placement: arrives late, fails to notify the cooperating teacher, is unprepared for presenting a lesson, or does not model the use of standard English in the classroom.
3. A candidate is unable to demonstrate an appreciation for the diversity of students or is unable to work cooperatively with the staff during a field experience placement.
4. A candidate has excessive absences during the class as determined by the syllabus.
Dispositions

"All teacher candidates are to serve as a positive role model to both students and adults and are responsible for preserving the dignity and integrity of the teaching profession and for practicing the profession according to the highest ethical standards." Licensure Code of Professional Conduct for Ohio Educators adopted March 11, 2008.

A. Teacher candidates who violate dispositions, the professional attitude, appearance, and behavior disposition, are subject to receiving a Disposition Intervention Reports. These reports become part of the candidate’s professional file in the education office. Each report warrants an interview with the chair of the education department to address the violation. Three reports results in the department voting on the candidates retention or dismissal from the department. Some violations are grounds for immediate dismissal procedures. These are considered "Safe School Violations."

B. "Safe School Violations"

1. Illegal Behavior: Committing any violation of state or federal laws, statutes, or rules although conduct may not result in a criminal charge, indictment or prosecution or conviction (this excludes traffic violations). This is defined in Ohio Administrative Rule 3301-20-01 and includes crimes of violence, theft, drug abuse, or sexually oriented offenses.

2. Using technology to intentionally host or post improper or inappropriate material that could reasonably be accessed by the school community or using technology to promote inappropriate communications with students.

3. Use of illegal substances.

4. Being under the influence of, possessing, or consuming alcoholic beverages at any school activity involving students.

5. Promoting the use of or giving access to illegal substances for minors including steroids, stimulants, alcohol, tobacco, or other drugs.

6. Using tobacco at any school activity involving students.

7. Engaging in any inappropriate or unprofessional relationships with students including but not limited to physical or sexual conduct or abuse, inappropriate written, verbal or technological correspondence, or inappropriate use of language, physical altercation, or harassment.

C. Other Disposition Violations:

1. Plagiarism or cheating in academic classes.

2. Not adhering to the professional dress codes of the public schools. When participating in field work, candidates also must not wear the following attire: flip flop shoes, shorts, jeans, t-shirts, sweat pants (unless for physical education field work) low cut blouses, or short skirts or dresses, bare shoulders, midriffs, backs, or thighs. Tattoos must be covered and only earrings for ear piercings should be worn.

3. Failure to attend classes regularly or to complete assignments in the time allotted.

4. Failure to attend field experiences at agreed upon times or consistently late for the field experience.

5. Disparaging publicly a cooperating teacher, supervisor, other school personnel, or student while working in a professional setting.

6. Individual assignments consistently graded below a B- in any 300 level or above course.
Candidate’s Name ______________________________________

The purpose of this report form is to indicate a problem in the following area(s).

**Candidate Dispositions:**

- Demonstrates an appreciation for human diversity*, including English Language Learners (ELL) and students with exceptionalities.
- Believes that every student can be successful and that it is the teachers responsibility to provide differentiated learning opportunities that promote success.
- Is committed to creating learning environments that are healthy, respectful, supportive, and challenging for all students.
- Values the role that positive classroom and school-wide environments have on the development of students.
- Believes that rigorous planning supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Models Standard Formal English in speaking and writing to build standard communication skills to enrich the opportunities for learners.
- Projects a professional attitude.
- Projects a professional appearance.
- Projects a professional behavior.
- Understands the role of a teacher to promote more equitable opportunities for learners and to advocate for students.
- Recognizes the power of working cooperatively and collaboratively with other teachers, staff, and administrators.
- Demonstrates grit and persistence in pursuing the goals of the teaching profession.

**Candidate Knowledge**

- Course Grade Below B-
  - Course # ________ Term _________ Instructor ________________________

**Candidate Skills**

Explanations of area of concern (include, as applicable, specific date(s), behavior(s) observed, or complete description of incident, any interactions you have had with the student concerning the area of concern):

*See Back For Plan of Action*
Plan of Action

Student ________________________________  Education Department Chair ________________________________

Faculty Member/Cooperating Teacher ________________________________  Date ________________________________

This form should be given to the department secretary. Copies will be sent to the student and the academic advisor. The original will be placed in the student’s assessment file.

8/2016