University of Alaska Southeast
Professional Dispositions Progress Report

At UAS we expect that teacher candidates will work professionally with students, families, professional colleagues and the community. Candidates admitted to UAS are selected on the basis of potential to demonstrate professional dispositions. Their professionalism in a variety of school and university contexts is key to their progress towards successful completion of their programs.

This professional dispositions progress report form is available to university faculty and advisors, field experience supervisors, practicum teachers, intern mentors, and host teachers, and other cooperating professional educators who wish to share relevant information with the appropriate Center for Teacher Education coordinators on the professional progress and dispositions of teacher candidates. This form is designed to raise issues both positive and negative pertinent to a teacher candidate's pre-service performance and achievements. Candidates in school placements in all programs must be reviewed and a completed professional report submitted for the student file by teachers/university faculty who oversee them. See student handbook or program coordinator for specific information and dates.

If negative issues about a teacher candidate are raised, intervention and assistance to the candidate will be provided through a formal process. See the “Steps in the Progress Report.”

Completed progress reports will be provided to candidates and handled with the highest standards of professional confidentiality and individual protection.

Dr. Marilyn Taylor, Dean of Education

Please complete this form and return it to the appropriate program coordinator:

Dr. Shirley Kaltenbach, Elementary
Dr. Mary-Claire Tarlow, Elementary
Dr. David Marvel, Secondary
Dr. Seon Chun, Early Childhood
Dr. Katy Spangler, Distance Elementary
Dr. Thomas Duke, Special Education
Dr. Jeffrey Lofthus, Bachelors of Elementary Education

Center for Teacher Education
University of Alaska Southeast
11120 Glacier Hwy
Juneau, AK 99801

Telephone: (907) 465-6424
Fax: (907) 465-5159
| Candidate Name______________________ |
| Program ____________________________ |
| Please check all statements that apply. Multiple statements in each category may be checked. When negative statements are checked, the candidate will be notified and follow-up plans will be initiated. |

1) Ethics
   - ___Demonstrates professional ethics, democratic principles, and collaborative learning communities
   - ___Maintains high ethical and professional standards (e.g. does not share confidential information)
   - ___Complies with program policies and professional practices and responds to these guidelines in appropriate ways
   - ___Complies with the UAS Student Code of Ethics, available in the UAS catalog, (e.g. prohibited forms of conduct, academic dishonesty, disruptive or obstructive actions, misuse of alcohol or other intoxicants, disruption in classroom, etc.) and the Professional Practices Teaching Commission code of ethics, available in student handbook.
   - ___Acts in a way that does not demonstrate professional ethics.

   Explain:

2) Attendance
   - ___Perfect attendance record
   - ___Rarely absent
   - ___Frequently absent (number of times___)

3) Punctuality
   - ___Always on time
   - ___Generally punctual
   - ___Frequently late (number of times___)

4) Punctuality in assignments and duties
   - ___Assignments and class preparation always on time
   - ___Assignments and class preparation generally on time
   - ___Occasional late assignments or lack of preparation for tasks.
   - ___Frequent lack of preparation: chronic lateness in turning in assignments or performing duties

5) Initiative/Independence/Creativity
   - ___Creative, resourceful, implements plans independently
   - ___Self starter: Identifies needs and attends to them immediately
   - ___Has good ideas, works effectively with limited supervision
   - ___Too passive, too dependent on others for directions, ideas and guidance.

6) Reliability/Dependability
   - ___Responsible: Attends to assigned tasks or duties on schedule without prompting
   - ___Sometimes needs to be reminded to attend to assigned tasks or duties
   - ___Sometimes fails to complete assigned tasks and duties
   - ___Frequently fails to complete assigned tasks and duties

7) Oral Communication
   - ___Expressive, animated
   - ___Articulate, uses standard English
   - ___Able to translate thoughts into clear explanations
   - ___Inarticulate/hesitates to express self
   - ___Makes frequent grammatical errors

   Example:

8) Listening skills
   - ___Active listener
   - ___Can learn from others
   - ___Appropriate conversation skills
   - ___Appears not to listen: interrupts
   - ___Shows limited regard for speaker
9) Capacity For Clear Thinking
___Reflects on teaching ideas, practice and student results to decide on next steps
___Distinguishes between relevant and irrelevant information, reasons in an efficient and effective manner
___Poses probing questions and problems once issues are identified
___Unable to process multiple perspectives
___Does not demonstrate clear thinking, reflective practice, initial analysis, synthesis and/or evaluation of information

10) Tact/Judgments (with students, peers and/or instructor)
___Diplomatic: Highly sensitive to other's feelings and opinions
___Perceives what to do or say in order to maintain good relations with others and responds accordingly
___Makes reasonable judgments in complex situations
___Takes thoughtful risks
___Limited sensitivity and diplomacy
___Appears thoughtless: Insensitive to other's feelings and opinions.

11) Collegiality
___Willingly shares ideas and materials: committed to professional discourse
___Prefers being part of a team; strong group interaction skills; supports a collaborative learning community
___Reluctant to share ideas and materials
___Prefers to work alone

12) Response To Feedback/Supervision
___Solicits an implements suggestions and feedback from others
___Receptive to suggestions and feedback
___Receptive, but doesn't implement suggestions
___Defensive: Unreceptive to feedback

13) Sense Of Self
___Confident self perception of strengths and weaknesses
___Confident, resilient, flexible
___Unsure of self as a teacher
___Inaccurate self perception--unable to assess strengths and weaknesses

14) Attitude
___Confident
___Pleasant
___Shows sense of humor
___Shows lack of confidence
___Negative: sense of distress

15) Professional Appearance
___Always maintains a professional appearance
___Usually maintains a professional appearance
___Unprofessional attire
___Poor grooming habits

Explain

15) Identify any actions/recommendations that you have already taken/made with regard to this teacher candidate (include conference dates).

16) What action would you recommend to the Program Coordinator with regard to this candidate?

Person completing this form

Position/title

Date

Signature of teacher candidate (optional)

Date

(signing indicates report has been received only. Candidate may add information or views on the reverse side of this form.)

Please return this form to the Coordinator of the Teacher Education program. A copy will be provided to the candidate. This form was adapted from Professional Attributes and Instructional Development Scales (Enz, Freeman, and Cook, 1990) and the Conceptual Framework of the Center for Teacher Education, University of Alaska Southeast.
When a negative report is received: Steps in the Progress Report

When issues or concerns are raised on the teacher candidate's progress through a Professional Dispositions Progress Report, the following steps will be followed:

<table>
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<th>Step 1</th>
<th>University faculty and advisors, field experience supervisors, and other cooperating professional educators may provide the appropriate program coordinator with this completed form and/or other written documentation. The evaluator should discuss the information contained in this report with the candidate and the candidate should be asked to acknowledge receipt of the report form. Upon receipt of such notice, the appropriate program coordinator will review the evidence on the form, and, if necessary, collect additional information. The program coordinator may choose a) to meet with the candidate to discuss any concerns or b) to merely monitor the further progress of the candidate. When a serious concern has been documented about a candidate's actions/dispositions in a university setting or field placement, the program coordinator will meet with the candidate and convey concerns, and hear the candidate's view of the situation. The program coordinator will have the option of immediately withdrawing the pre-service candidate from the placement if deemed necessary.</th>
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<td>Step 2</td>
<td>When two or more negative reports are received, the program coordinator will meet with the candidate. In attendance will be the program coordinator, the candidate, the candidate's advocate (optional) e.g. a friend, other faculty member, relative, etc.; and all those who have turned in progress reports to other written documentation (optional.) The goals of this meeting will be a) to share concerns; b) to gather additional information, and if appropriate, c) to develop a plan to assist the candidate inremedying the concerns. A follow-up meeting will be scheduled to monitor the candidate's progress. A written record of this meeting will be kept with the candidate's file and will also be sent to the teacher candidate. The candidate must be told and the written report must reflect that failure to meet expectations could result in dismissal from the program.</td>
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<td>Step 3</td>
<td>In the event that Steps One and Two do not resolve the issue or concern, it will be brought before the education faculty for consideration. The faculty may choose to meet with the candidate and, if so, the candidate may choose to be accompanied by an advocate. The education faculty will recommend to the program coordinator specific remedial activities for the candidate or removal from the teacher education program. Remedial activities may include additional coursework, additional time spent in the classroom or school community or similar actions. The education faculty will place the candidate on probation for a specific period of time. A letter will be sent to the candidate outlining the decisions of the education faculty and cautioning the candidate that failure to cure deficiencies will result in discharge from the program.</td>
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<td>Step 4</td>
<td>The professional progress of the candidate will be evaluated by the program coordinator at the conclusion of the probationary period. If necessary, further remediation may be required. If sufficient progress has been made, the candidate's good professional standing will be reinstated and no further action against the candidate will be taken. Letters about this process will be removed from the candidate's file. If sufficient progress has not been made and the program coordinator concludes that further remediation would not accomplish the goal, the program coordinator may remove the candidate from the program with the concurrence of the education faculty.</td>
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<td>Step 5</td>
<td>If the candidate is removed from the teacher education program, the candidate may appeal this decision, in writing, to the Dean of Education. The candidate may attach any documentation or statements for the Dean’s consideration. The Dean will review the matters pertinent to this appeal and will provide a written decision to the candidate. To review this academic decision, candidate should see the judicial officer for UAS to learn procedures to appeal (University Reg.)R09.03.02. If the final decision is removal from the program, the letters will remain part of the candidate's permanent file.</td>
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