



Chicago's Jesuit University

LOYOLA
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CHICAGO

Abilities and Educational Dispositions: Acknowledgement of Capacity for Professional Education

The Initial Teacher Preparation (ITP) programs at Loyola University Chicago requires that each candidate demonstrate the physical, cognitive, behavioral, and social capacity to engage in all aspects of the professional education program, including course and fieldwork, and to develop the communication skills and dispositions required of educational professionals. The essential abilities required by Loyola's professional education programs are in the areas of physical capacity, intellectual reasoning, the behavioral and social aspects of education, and communication. In the process of program completion, candidates will be required to learn, integrate, and apply a large amount of material and will interact with colleagues, students and their families on campus and in the field. LUC is responsible for ensuring that these learning experiences and interactions proceed appropriately and within acceptable time limits. Candidate characteristics are based on the ITP programs' conceptual framework, the Illinois State Board of Education Content Area Standards for Educators, and the National Council for the Accreditation of Teacher Education (NCATE). These characteristics will be monitored throughout a candidate's professional education program. Candidates are also encouraged to undergo self-assessments of their development as professional educators.

The purpose of this document is to ensure that potential students, *at the point of admission* into a program, understand that they must have the necessary *capacity* to develop appropriate abilities and educational dispositions. That is, students do not have to demonstrate those abilities and dispositions at admission, but must be capable of acquiring them. Applicants to professional education programs must read and acknowledge their understanding of this document in order to be considered for admission. During the application process, evidence of a lack of capacity may be cause for denial of admission. Such evidence may become available through the application materials, letters of recommendation, or interviews.

Throughout the educational program, evidence of lack of progress in developing appropriate abilities and dispositions may be cause for further evaluation at the discretion of teacher education faculty and administrators. Such evidence may come through course work and interactions with faculty and other students, observations, field experiences, or other assigned work. Further evaluation may entail an interview/examination by a physician or psychologist of the program's choice. Candidates who have been further evaluated may be required to successfully complete a program of remediation. If the problem is not judged amenable to remediation, a candidate will not be allowed to complete the professional program.

Criteria: Students matriculating in and graduating from LUC professional education programs must be able to meet the requirements of the program and must not pose a threat to the safety and well-being of their colleagues, students and their families, faculty, staff, or themselves.

Therefore, the ITP programs have determined that students must have the capacity to perform the essential functions listed in Sections I through IV below.

I. PHYSICAL CAPACITY

Candidates must have sufficient stamina, sense of vision, hearing, and touch to:

- A. Attend classes, fieldwork and other educationally related events and be punctual.
- B. Observe/participate in activities associated with teacher education, including but not limited to classroom demonstrations, lessons, classroom interactions, student assessment, classroom and student management, lesson planning and lesson implementation.
- C. Observe students accurately at a distance and close at hand; observation necessitates the functional use of the senses of vision and hearing, and is enhanced by the functional use of the senses of smell and touch.
- D. Perform the customary techniques used during instruction, such as visual assessment of student engagement and the management of a safe and orderly classroom environment.
- E. Work a teacher's contracted day and perform extended and additional duties of the classroom teacher such as parent conferences, Open Houses, and other assigned duties.

II. INTELLECTUAL REASONING

Candidates must have sufficient conceptual, integrative, and quantitative abilities and skills to:

- A. Master relevant content in subjects commonly taught in K-12 schools and pedagogical principles and their application in field settings at a level deemed appropriate by the faculty.
- B. Comprehend, memorize, calculate, analyze, integrate and synthesize material in a timely manner appropriate to the practice of teaching.
- C. Develop reasoning, problem-solving, and decision-making skills in a timely manner appropriate to the practice of teaching.
- D. Understand the central concepts, tools of inquiry (e.g., observation, documentation, interpretation), and structures of the disciplines and create learning experiences that make these aspects of subjects or content knowledge meaningful for students.
- E. Assimilate and apply complex information in the form of lectures, small group work, written materials, and field experience.

III. BEHAVIOR AND SOCIAL ABILITIES

Candidates must possess the behavioral and social abilities to:

- A. Fully utilize intellectual abilities; exercise good judgment and show emotional stability.
- B. Organize time and materials, prioritize tasks, perform several tasks at once (multi-tasking), and adapt to changing situation at a level appropriate to the field of teaching.

- C. Work calmly and demonstrate flexibility under stress (e.g., work under time constraints, concentrate in distracting situations, make sound subjective judgments, ensure safety in emergencies, and accept constructive review of work from supervisors).
- D. Accept constructive criticism in a professional manner.
- E. Develop positive and mature relationships with colleagues, and with students and their families, treating all individuals with respect, using tact and discretion, and setting a positive and respectful tone in interactions with others.
- F. Display compassion, justice, empathy, integrity, responsibility, and the emotional capacity to handle the varying demands of the teacher's job.
- G. Accurately perceive a wide range of interpersonal cues from others and respond appropriately.
- H. Recognize personal strengths and limitations.
- I. Deeply committed to the teaching profession, sincere interest and enthusiasm for teaching

IV. COMMUNICATION

Candidates must have sufficient verbal and written communication skills to:

- A. Actively seek opportunity to work with peers, relates easily and positively with peers, works well in group situations and shares responsibility
- B. Communicate with, understand and observe colleagues and students and their families in order to conduct conferences, interviews, elicit information, describe changes in mood, activity, posture, and receive and analyze non-verbal communications.
- C. Explain important principles and concepts delineated in professional, state, and institutional standards (e.g., school district policies and standards, school policies and practices). Communicate with people so as to make assessments and plans known to others including colleagues and students and their families.
- D. Communicate effectively, efficiently and sensitively with colleagues and with students and their families regardless of their gender, race, life-style, religion, or cultural and social backgrounds.
- E. Communicate concepts, assignments, evaluations, and expectations with members of the learning community.
- F. Read, write, speak, and understand English at a level consistent with successful course completion, having the ability to communicate with colleagues and with students and their families.

V. Procedures for Formal Documentation of Teacher Candidate's Performance

When a faculty member has a concern as to the abilities and educational dispositions of a candidate, the faculty member will complete an Abilities and Educational Dispositions Documentation Form. The faculty member will present the concern to the Teacher Preparation affinity group, which will review the concern and recommend a course of action. If remediation is necessary the candidate will be notified. Continuation in the

program is contingent on the candidate's successful completion of the remediation plan.
The Abilities and Educational Dispositions form is in addition to the clinical assessment

Records created and/or submitted in relation to the Abilities and Educational Dispositions
Document will be maintained in accordance with LUC's Student Advising and Support
Services (SASS) Student Records Policy and all other applicable policies and laws.

Form was developed by UIC with permission to use.

Certification: (Applicant please read and sign)

I certify that I have read this document, along with all other relevant information describing the program requirements, and that I understand the abilities and dispositions necessary for the successful completion of my professional education. I believe I have sufficient physical, intellectual, behavioral, and social capacity to take part in the required courses and fieldwork, and to develop appropriate dispositions for communicating, reasoning, and otherwise engaging in appropriate interactions with others. I understand that my development of these abilities and dispositions will be monitored continuously throughout the program and that I will be expected to engage in self-assessment of my own progress. If, at any point in my professional education program, program faculty judge that I am not making adequate progress in developing appropriate dispositions or that I do not have the capacity to take part in educational experiences, my status in the program will be reevaluated by the faculty in my professional education program. Based upon the results of that reevaluation, I may be asked to engage in a program of remediation before I am allowed to continue in the program. If the problem is not judged amenable to remediation, I understand that I will not be allowed to complete the professional preparation program.

Applicant's Name (Please Print Legibly)

University ID Number (PIN)

Applicant's Program

Applicant's Signature

Date

**Abilities and Educational Dispositions:
Assessment of Capacity for Professional Education**

Student Name: _____ **Date:** _____

Criteria Checklist: Check areas of concern and indicate a recommendation for action.

Criteria	Concern	Recommendation	
		Monitor	Remediation
I. PHYSICAL CAPACITY: <i>Candidates must have sufficient stamina, sense of vision, hearing, and touch to:</i>			
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B. Observe/participate in activities associated with teacher education, including but not limited to classroom demonstrations, lessons, classroom interactions, student assessment, classroom and student management, lesson planning and lesson implementation.			
C. Observe students accurately at a distance and close at hand; observation necessitates the functional use of the senses of vision and hearing, and is enhanced by the functional use of the senses of smell and touch.			
D. Perform the customary techniques used during instruction, such as visual assessment of student engagement and the management of a safe and orderly classroom environment.			
E. Work a teacher's contracted day and perform extended and additional duties of the classroom teacher such as parent conferences, Open Houses, and other assigned duties.			

<p>II. INTELLECTUAL REASONING <i>Candidates must have sufficient conceptual, integrative, and quantitative abilities and skills to:</i></p>			
<p>A. Master relevant content in subjects commonly taught in K-12 schools and pedagogical principles and their application in field settings at a level deemed appropriate by the faculty.</p>			
<p>B. Comprehend, memorize, calculate, analyze, integrate and synthesize material in a timely manner appropriate to the practice of teaching.</p>			
<p>C. Develop reasoning, problem-solving, and decision-making skills in a timely manner appropriate to the practice of teaching.</p>			
<p>D. Understand the central concepts, tools of inquiry (e.g., observation, documentation, interpretation), and structures of the disciplines and create learning experiences that make these aspects of subjects or content knowledge meaningful for students.</p>			
<p>E. Assimilate and apply complex information in the form of lectures, small group work, written materials, and field experience.</p>			
<p>III. BEHAVIOR AND SOCIAL ABILITIES <i>Candidates must possess the behavioral and social abilities to:</i></p>			
<p>A. Fully utilize intellectual abilities; exercise good judgment and show emotional stability.</p>			
<p>B. Organize time and materials, prioritize tasks, perform several tasks at once (multi-tasking), and adapt to changing situation at a level appropriate to the field of teaching.</p>			

<p>C. Work calmly and demonstrate flexibility under stress (e.g., work under time constraints, concentrate in distracting situations, make sound subjective judgments, ensure safety in emergencies, and accept constructive review of work from supervisors).</p>			
<p>D. Accept constructive criticism in a professional manner. E. Develop positive and mature relationships with colleagues, and with students and their families, treating all individuals with respect, using tact and discretion, and setting a positive and respectful tone in interactions with others.</p>			
<p>F. Display compassion, justice, empathy, integrity, responsibility, and the emotional capacity to handle the varying demands of the teacher's job.</p>			
<p>G. Accurately perceive a wide range of interpersonal cues from others and respond appropriately.</p>			
<p>H. Recognize personal strengths and limitations.</p>			
<p>I. Deeply committed to the teaching profession, sincere interest and enthusiasm for teaching</p>			
<p>IV. COMMUNICATION <i>Candidates must have sufficient verbal and written communication skills to:</i></p>			
<p>A. Actively seek opportunity to work with peers, relates easily and positively with peers, works well in group situations and shares responsibility</p>			
<p>B. Communicate with, understand and observe colleagues and students and their families in order to conduct conferences, interviews, elicit information, describe changes in mood, activity, posture, and receive and analyze non-verbal communications.</p>			
<p>C. Explain important principles and concepts delineated in professional, state, and institutional</p>			

standards (e.g., school district policies and standards, school policies and practices). Communicate with people so as to make assessments and plans known to others including colleagues and students and their families.			
D. Communicate effectively, efficiently and sensitively with colleagues and with students and their families regardless of their gender, race, life-style, religion, or cultural and social backgrounds.			
E. Communicate concepts, assignments, evaluations, and expectations with members of the learning community.			
F. Read, write, speak, and understand English at a level consistent with successful course completion, having the ability to communicate with colleagues and with students and their families.			

Faculty member completing form _____ Date _____

Student Signature _____ Date _____

Comments: