

Department of Special and Early Education Dispositions, GPS, and CPM Policies and Procedures

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Introduction

Professional Dispositions are professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as education professionals interact with students, families, colleagues, and communities. These positive behaviors support effective classroom teaching, professional interactions, and learning and development. The ultimate goal of the process of evaluating professional dispositions is to promote candidates' success in becoming exemplary educators as indicated in NIU's conceptual framework.

All teacher candidates participating in pre-professional and professional coursework in the Department of Special and Early Education are regularly assessed under the Dispositions guidelines. Dispositions are formally assessed and reported twice per semester in SEED courses and informally throughout all coursework and field experiences.

A three-tier framework is in place to evaluate performance outcomes for Dispositions and to provide candidates with guidance and support.

Tier 1 (Universal Screening and Support)

- All candidates participate in Dispositions process
- Instructors complete formal evaluation of dispositions in all SEED courses two times per semester
- Candidates complete self-evaluation of dispositions, goal-setting, and periodic monitoring of progress toward goals
- Instructors provide class-wide support
- Instructors and staff provide individual-level support as needed

Tier 2 (Focused Intervention and Support)

- Candidates with patterns of concern participate
- Faculty, staff, and/or program coordinator provide direct verbal intervention and redirection as needed
- Faculty, staff, and/or program coordinator develop and candidates complete individualized Growth and Professional Support (GPS) plans with remediation activities and target deadlines

Tier 3 (Intensive Intervention and Support)

- Candidates whose performance does not improve following Tier 2 interventions, or candidates who demonstrate severe violation of Dispositions and/or the Student Code of Conduct participate
- A Candidate Performance Meeting (CPM) is conducted
- Faculty participating in the Candidate Performance Meeting determine whether the candidate remains in the program with no change, continues with additional remediation, or is dismissed from the program

I. Description of Tiers

Tier 1 Dispositions Program

Tier 1 involves the provision of universal supports for all Special and Early Education candidates. All candidates admitted into department programs will be educated about:

- The purpose and goals of the Dispositions process
- Definition of Dispositions and their relationship to NIU's conceptual framework and the professional practice of teaching
- Expectations of performance of all students
- The process for assessing and reporting Dispositions
- The procedures for conducting Growth and Professional Support plans and Candidate Performance Meetings

Addressing Dispositions Concerns. If a candidate displays a pattern of unacceptable Disposition, the concerned party (e.g., faculty, staff, instructor, clinical supervisor, etc.) will privately discuss the issue with the candidate. The candidate will have the opportunity to resolve the issue independently or with support from the concerned party (or other faculty member) within a specified time frame.

If a candidate demonstrates unacceptable Dispositions outside of the regular school year or in a non-SEED course, the concerned party will be responsible for contacting a member of the Candidate Success Committee (CSC) to discuss the concern. The concern will be brought to the Committee for discussion. The Committee will determine how to proceed and assign a faculty to follow up with the candidate. Concerned parties referring candidates to the CSC must indicate what steps they have taken to assist the candidate in correcting patterns of inappropriate Dispositions.

In the event that a candidate's performance or concerns warrants removal from a clinical or student teaching placement, the clinical coordinator will consult with the CSC chair or program coordinator prior to removal of the candidate.

Moving to Tiers 2 or 3. Candidates can be moved out of Tier 1 only after a Teacher Education Concern Report has been completed and forwarded to the CSC by a concerned party. All transfers to Tiers 2 or 3 are decided by the CSC.

The following situations warrant the transfer of a candidate to Tier 2:

- A Tier 1 concern is not resolved satisfactorily within a specified time frame
- A candidate receives two or more referrals for Dispositions concerns across two consecutive semesters, with at least one concern in each semester

The following situation warrants the transfer of a candidate to Tier 3:

- A candidate demonstrates behavior that is a severe violation of Dispositions and/or the Student Code of Conduct

Tier 2 Dispositions Remediation

In Tier 2, an individualized Growth and Professional Support (GPS) plan for remediation of Dispositions concerns is developed by the concerned party, the candidate, and other parties.

GPS Team. The concerned party will meet with the candidate to develop a GPS plan. The concerned party may elect to develop the GPS with the support of another faculty member (selected by the CSC) and/or the program coordinator. If the Dispositions concern originates in a clinical or student teaching experience, the concerned party may elect to develop the GPS with the support of the clinical supervisor, clinical coordinator, and/or the cooperating teacher. If the concerned party is not affiliated with SEED, a SEED faculty member will be assigned by the CSC to assist in development of the GPS plan.

GPS Plan. The GPS plan will describe (A) the specific concerns regarding the candidate's Dispositions, (B) one or more remediation activity that directly addresses the concerns, (C) deadlines for completion of the remediation activities, and (D) individual(s) responsible for evaluating the outcome of the remediation. The candidate must sign the GPS or provide written acceptance (e.g., email confirmation) of the plan. Please see Appendix 1 for the GPS plan template.

A folder for the candidate will be created on the p-drive in the Candidate Success Committee folder. A copy of the GPS and supporting documentation will be placed in this location. In addition, paper copies of all documentation and the GPS will be kept in the SEED office and maintained by the administrative professional staff.

Moving to Tier 3. Candidates can be moved out of Tier 2 only after a Teacher Education Concern Report has been completed and forwarded to the CSC by a concerned party. All transfers to Tier 3 are decided by the CSC.

The following situations warrant the transfer of a candidate to Tier 3:

- The candidate does not accept the conditions of the GPS
- The candidate does not successfully complete the remediation activities described in the GPS within the specified time frame
- Completion of the GPS does not successfully remediate Dispositions concerns
- A candidate currently in Tier 1 or 2 demonstrates behavior that is a severe violation of Dispositions and/or the Student Code of Conduct

Tier 3 Dispositions Program

In Tier 3, a Candidate Performance Meeting (CPM) is conducted for candidates who display chronic and/or severe Dispositions concerns.

CPM Team. The CPM team will consist of the concerned party, the CPM Chair (a member of the CSC), and 2 voting members (SEED faculty). The program coordinator, clinical coordinator, and/or department chair may also be present. The candidate is invited to attend the CPM; if the candidate declines to attend, the CPM will still be held.

CPM. As a result of the CPM: (A) the candidate remains and continues in the program without further remediation, (B) the candidate remains and continues in the program upon satisfactory completion of remediation activities, or (C) the candidate is dismissed from the program (temporarily or permanently).

Please see *Section IV: Candidate Performance Meetings* for details.

II. Procedures for Reporting Disposition Concerns

Instructors and faculty members of department courses will assess candidates' Dispositions and submit an electronic report two times each semester. Reports will be made via LiveText during the seventh and 15th weeks of the semester. Each candidate will be assessed using the Dispositions rubric (see below), and specific areas of concern will be reported. One of the following outcomes will be reported for each candidate:

- Acceptable: Continue at Tier 1
 - There are no concerns or issues to report
- Unacceptable: Issue resolved, Continue at Tier 1
 - The instructor had one-to-one communication (in person or email) with the candidate to discuss the Dispositions concern(s). The candidate has demonstrated

behaviors that have alleviated the instructor's initial concern(s).

- Unacceptable; Issue Ongoing/Pending, Continue at Tier 1
 - The instructor had one-to-one communication (in person or email) with the candidate to discuss the Dispositions concern(s). The instructor and the candidate communicated about the concerns and ways to correct them, but there has not been sufficient time to assess the outcome of this communication.
- Unacceptable: Recommend Tier 2, Growth and Professional Support plan (GPS)
 - The candidate demonstrated a persistent pattern of concerns that were not resolved with Tier 1 discussions/intervention, and a GPS is requested.
- Unacceptable: Recommend Tier 3, Candidate Performance Meeting (CPM)
 - The candidate demonstrated a persistent pattern of concerns that were not resolved with Tier 2 intervention, and a CPM is requested.
 - The candidate demonstrated behaviors that are significant violations of Dispositions and/or the Student Code of Conduct, and a CPM is requested.

III. Rubric for Assessing Candidate Dispositions

Disposition 1: Caring

A caring educator values and works to create positive learning environments, respects the learning process, makes decisions ethically and fairly, respects teaching as a professional endeavor, and is a reflective learner.

ACCEPTABLE– The candidate has demonstrated **all** of these performance indicators **consistently** (as appropriate to the course), and there is **no significant concern** apparent with any of the performance indicators. The candidate:

A) is aware of the need for and ways of fostering a positive learning environment, and is likely to do so in her/his future classroom.

B) accepts responsibility for share of work on lesson plans, planned activities, group work, other written products, or presentations resulting in a lack of trust, respect for others (e.g., peers, cooperating teachers, supervisors).

C) demonstrates ethical decision making by maintaining confidentiality in all situations, following FERPA requirements, and displaying academic integrity.

D) demonstrates respect for the learning process by being alert, engaged, on-task, prepared, and responsive.

E) adjusts his/her professional appearance, communication, and demeanor to match the expectations of the instructional setting (e.g., neat and clean in appearance, appropriate attire for the context/situation, appropriate overall demeanor, prepared for assigned tasks, social sites on the Internet are private or have no offensive material, etc.).

F) demonstrates respect for teaching as a

UNACCEPTABLE– The candidate has demonstrated **one or more** of these performance indicators **with enough consistency** to result in a **concern**. The candidate:

A) is unaware of the need for or ways of fostering a positive learning environment, or may foster a negative learning environment in her/his future classroom.

B) does not accept responsibility for share of work on lesson plans, planned activities, group work, other written products, or presentations resulting in a lack of trust, respect for others (e.g., peers, cooperating teachers, supervisors).

C) demonstrates unethical decision making such as, but not limited to academic misconduct (e.g., plagiarism, cheating, forging signatures, etc.), violation of FERPA requirements, or breach of confidentiality.

D) fails to attend or engage in class/clinical activities, exhibits off-task or disruptive behaviors (e.g., inappropriate use of cell phones or other electronic devices, talking to peers), or unpreparedness.

E) does not adjust his/her appearance, communication, or demeanor to match the expectations of the instructional setting (e.g., unkempt or unclean in appearance, inappropriate attire for the context/situation, inappropriate demeanor, unprepared for assigned tasks, social sites on the Internet are not private and have offensive material, etc.).

F) demonstrates does not pay sufficient

professional endeavor with thorough attention to all details including writing mechanics, content, and reflection as appropriate.

G) attends all class sessions, arrives at class and returns from breaks on time, stays until the end of class sessions, and submits assignments in a timely fashion.

H) exhibits an overall work ethic necessary to promote success as an educator (e.g., initiative, self-direction, diligence, responsibility, fairness, commitment to quality in all endeavors, dependability, compliance with required procedures, honesty, etc.).

attention to all details of written assignments, writing mechanics, content, or reflection as appropriate.

G) has a pattern of absences, late arrival at class and/or return from breaks, leaving before the end of class sessions, or submission of late or incomplete assignments.

H) exhibits a pattern of behaviors suggesting a poor work ethic (e.g., lacks initiative, self-direction, diligence, responsibility, fairness, commitment to quality in all endeavors, dependability, compliance with required procedures, honesty, etc.).

Disposition 2: Collaboration

The exemplary educator values and appreciates collaboration. In order to create a collaborative working environment, members of a collaborative group need to exchange ideas, share in the learning process, accept different perspectives, and build consensus by communicating efficiently and effectively.

ACCEPTABLE– The candidate has demonstrated **all** of these performance indicators **consistently** (as appropriate to the course), and there is **no significant concern** apparent with any of the performance indicators. The candidate:

A) demonstrates appropriate interpersonal, listening, and communication skills.

B) demonstrates the ability to compromise and respects others' opinions.

C) actively engages in collaborative efforts to build consensus and to pursue common goals.

D) uses appropriate strategies for conflict resolution.

UNACCEPTABLE– The candidate has demonstrated **one or more** of these performance indicators **with enough consistency** to result in a **concern**. The candidate:

A) demonstrates inappropriate interpersonal, listening, or communication skills.

B) engages in counter-productive arguing, lacks the ability to compromise, or disrespects others' opinions.

C) does not engage in collaborative efforts to build consensus or to pursue common goals.

D) neglects to use appropriate strategies for conflict resolution with peers, the instructor, or others.

Disposition 3: Creative and Critical Thinking

The exemplary educator values and works to foster creative and critical thinking strategies that are vital to successful teaching and learning. Candidates demonstrate this by exploring ideas, generating possibilities, and expanding their perspectives to solve problems.

ACCEPTABLE– The candidate has demonstrated **all** of these performance indicators **consistently** (as appropriate to the course), and there is **no significant concern** apparent with any of the performance indicators. The candidate:

A) is receptive to new ideas and multiple perspectives; appreciates course content as relevant to future endeavors.

B) demonstrates the ability to analyze, prioritize, and act on appropriate decisions.

C) encourages creative and critical thinking among others by sharing new ideas and generating possibilities.

UNACCEPTABLE– The candidate has demonstrated **one or more** of these performance indicators **with enough consistency** to result in a **concern**. The candidate:

A) is not receptive to new ideas or multiple perspectives; seems to lack an appreciation for course content as relevant to future endeavors.

B) demonstrates the inability to analyze, prioritize, or act on appropriate decisions.

C) does not encourage creative or critical thinking among others by sharing new ideas or generating possibilities.

Disposition 4: Lifelong Learning and Scholarship

The exemplary educator is an active learner. Candidates demonstrate this disposition by approaching problems systematically, researching thoroughly, and seeking opportunities to learn and grow.

ACCEPTABLE– The candidate has demonstrated **all** of these performance indicators **consistently** (as appropriate to the course), and there is **no significant concern** apparent with any of the performance indicators. The candidate:

A) participates in professional development activities that are recommended, even when not required.

B) uses best pedagogical practices and new knowledge based on current research.

C) actively pursues new knowledge and ideas.

D) reflects carefully and adheres to appropriate practice when engaged in scholarship,

UNACCEPTABLE– The candidate has demonstrated **one or more** of these performance indicators **with enough consistency** to result in a **concern**. The candidate:

A) does not participate in professional development activities that are recommended, even when possible.

B) does not use best pedagogical practices or new knowledge based on current research.

C) does not take initiative to learn new things or expand on course information.

D) does not reflect on the meaning of data and uses poor judgment when engagement in

assessment and use of data (e.g., avoidance of hasty judgments when assessing students, careful analysis of data).

E) seems to invest significant effort in learning.

scholarship and assessment (e.g., makes hasty judgments when assessing students, not careful with analysis of data).

E) seems to invest minimum effort in learning.

Disposition 5: Diversity

The exemplary educator has an appreciation for human diversity and enjoys working with students representing a broad range of diverse groups in an equitable and non-discriminatory manner.

ACCEPTABLE– The candidate has demonstrated **all** of these performance indicators **consistently** (as appropriate to the course), and there is **no significant concern** apparent with any of the performance indicators. The candidate:

A) demonstrates through actions and statements the belief that all students can learn; and demonstrates inclusive practices.

B) uses multiple strategies and applies modifications to address the needs of all learners.

C) interacts respectfully with diverse peers, instructors, students, and other individuals, including the use of person-first language

UNACCEPTABLE– The candidate has demonstrated **one or more** of these performance indicators **with enough consistency** to result in a **concern**. The candidate:

A) Demonstrates through actions or written or verbal statements a belief that not all students are capable of learning; does not engage in or demonstrate inclusive practices.

B) uses only a narrow range of strategies or does not apply modifications to address the needs of all learners.

C) interacts disrespectfully with diverse peers, instructors, students, or other individuals, including a failure to use person-first language

IV. Candidate Performance Meeting

While the needs of most candidates will be met through the level of support provided by Tier 1 and Growth and Professional Support Plans, instances will arise in which a formal Candidate Performance Meeting (CPM) will be necessary. A CPM will be conducted when:

- The candidate has not made acceptable progress in a Growth and Professional Support Plan (GPS) within the designated time frame.
- A candidate has refused to accept a GPS after an initial meeting or written notification of the GPS.
- Completion of a GPS did not substantially correct Dispositions concerns.
- A pattern of repeated or multiple concerns has been established such that the candidate's suitability for teacher education is in question.

When one of the above situations occurs, the Candidate Support Committee will meet to review the case and determine whether a CPM is warranted. The CSC will make one of three decisions:

- the CPM is warranted
- the CPM is not needed but a GPS plan will be developed or continued
- the CPM is not warranted and no action is needed

If the Candidate Support Committee determines that a CPM is warranted, a member of the CSC will be identified as Chair for the meeting. This faculty member will be responsible for initiating and completing the CPM process. When a CPM has been authorized, pending the CPM meeting, the Candidate Support Committee will determine whether or not the student is permitted to continue in his/her clinical and/or professional courses. In some cases, however, the clinical site may have already terminated the student's placement.

The CPM Chair recruits a committee composed of faculty members to hear the case and make an individualized determination regarding the candidate's status in the teacher education program. The Chair sends a CPM notification letter to the candidate, indicating the date, location, and time of the CPM meeting along with other supporting documentation. This information is sent to the candidate's ZID email account at least five (5) university days before the CPM meeting. In addition, a paper copy of all material is sent via certified mail, unless the candidate waives this mailing in writing (email).

The candidate has an opportunity to submit written documents pertaining to the case and may prepare a written statement. These documents must be submitted to the CPM Chair a

minimum of three university business days prior to the date of the CPM in order to allow copies to be distributed to committee members. Written material not submitted three (3) university days prior to the CPM meeting will not be presented at the meeting.

If the candidate chooses to attend the CPM, one “guest” of his or her choosing may accompany him or her. The guest may not present information directly to the committee but may consult with the candidate during the meeting. If the candidate chooses to bring an attorney, the Chair must be notified a minimum of three (3) university business days prior to the CPM in order to arrange for the presence of university counsel.

Following the CPM, the committee’s decisions will be distributed in writing to the following parties: the candidate; the individual who submitted the Teacher Education Concern report; members of the CPM committee; chairperson of the Candidate Support Committee; the undergraduate or graduate advising office (report shall be placed in the candidate’s file); SEED office staff in charge of Retention Records; SEED Clinical Coordinator (if applicable); SEED Department chairperson; Program Coordinator of the candidate’s major, and the Director of Advising and Student Services.

The outcomes of a CPM are one of the following:

- The candidate will be informed that the written concern(s) does not warrant further action; the candidate will be allowed to proceed in the program.
- The candidate will continue in the program but must complete a remediation plan. The candidate is responsible for completing required tasks and/or submitting required materials as determined in the CPM committee’s decision. The nature and scope of necessary progress reports will be determined by the CPM committee.
- The candidate will be dismissed from the program or denied admission to the program (if a pre-major), and may be restricted from admission to all programs in the department.

Conducting Candidate Performance Reviews

During a Candidate Performance Meeting the chairperson of the CPM committee follows these general procedures:

- Introduce participants: Each person present will identify him/herself by name, title, department or program area of affiliation, whether he/she is a voting member of the committee, and acknowledgment that the meeting is being audio-recorded.
- Explain the purpose of the meeting, the possible outcomes, and the procedures followed (i.e., audio taping, etc.).

- Summarize briefly information regarding the issues that led to the CPM.
- Invite the person(s) who recommended the CPM to provide details or clarify the issues as summarized by the chair. Allow approximately 5 minutes. Only information included on the Teacher Education Concern report and associated materials may be presented.
- Invite the student to summarize the situation from his/her perspective, adding to what the recommending individual(s) reported, noting areas of agreement and/or disagreement. Candidate may draw CPM members' attention to and explain particular sections of written documents he/she submitted prior to the committee.
- Invite the *voting members* of the CPM committee to ask questions of the recommending individual(s) and the candidate to assist in fully understanding the situation and implications of various possible outcomes.
- Ask all participants except for voting members and the Chair to leave the room during deliberation. Audio recording will be stopped at this point. Candidates may wait for the committee decision in the Department Office if they wish.
- Facilitate CPM committee discussion and decision-making. After the committee makes a decision, the Chair completes the outcome report indicating specific outcomes, terms of probation, remedial plan, responsible parties, and additional details. If necessary, the CPM may recommend a remediation plan and defer completion of the plan until a specified date, typically within 72 hours of the CPM. This may occur if critical faculty or staff are unavailable for consultation about suggested remediation activities.
- Invite student and/or recommending individual(s) to return to the room if they have chosen to wait for the decision. Audio recording will resume at this point. Inform them of the committee's decision, including any remediation plan developed by the committee. Respond to questions.
- Print the CPM outcome report and obtain student signature. Provide the student with a copy of the report. If the candidate is no longer in attendance (i.e., did not wait for outcome), email a copy of the report to the candidate's ZID email. If development of the remediation plan has been deferred, convey to the candidate when he/she will receive a written copy of the plan.

- Collect all materials from CPM members and place in shredder.
- Distribute CPM outcome report to all individuals listed on the outcome report. Make sure that a signed copy of the outcome report and all CPM materials are placed in the Department Office files and an electronic copy is available in the CSC folder on the p-drive.

Important Note: The CPM Chair is responsible for continued oversight of the remedial and retention process outlined in the candidate's outcome report. The SEED office retention staff will keep records of all CPM outcomes and remedial plan timelines.

Candidate Performance Meeting Committee

There will be at least four members on a Candidate Performance Meeting Committee. The members of the committee will vary based on the candidate's program area.

- The Chair of the committee will be a member of the Candidate Support Committee who facilitates the meeting, ensuring that all regulations are followed and that the proceedings are fair and equitable. The Chair is a non-voting member except in situations of a tie between voting members.
- Voting members will be two tenured or tenure-track faculty members in SEED. At least one member must be from the candidate's program.
- The individual(s) who filled the report of Teacher Education Concern report (i.e., course instructor, clinical supervisor, etc.) will be invited to attend. If the recommending individual is a clinical supervisor, he/she may participate in the CPM via conference call (arranged by the CPM Chair) or may choose to have the Clinical Coordinator or a designee act as his/her proxy.
- If the candidate indicates that an attorney will accompany him/her at the CPM, the recommending clinical supervisor will attend in person.

V. Appeals

Candidates who wish to appeal decisions related to Dispositions will contact the department Chair of SEED. The candidate will submit a written description of the grounds for the appeal within two (2) university business days of receipt of the CPM decision. The decision may be delivered via the candidate's NIU email account.

Appeals shall be limited to the following situations:

- The faculty/staff and/or CPM Committee members did not follow the procedure outlined in the Dispositions Handbook and provide a fair hearing for all parties.
- The faculty/staff and/or CPM Committee members did not apply the standard of preponderance of the evidence correctly and ultimately reached an inappropriate decision.
- The sanction(s) imposed by the CPM committee were inappropriate for the violation of Dispositions.
- New information became available that was of sufficient import to alter a decision of the CPM committee. Relevant facts unknown to the candidate/committee at the time of the original CPM were not considered.

Once the department Chair receives the appeal request, he/she will decide whether the appeal request has sufficient merit to warrant an Appeals Hearing. If the Chair determines that the appeals request has sufficient merit, he/she will consult with the faculty member who authored the GPS or the Chair of the CPM committee. The Department Chair will make the final decision related to the outcome of the GPS or CPM.

Appendix 1: Teacher Education Concern Report

Department of Special and Early Education (SEED)

Teacher Education Concern Report

This form is applicable to candidates seeking teacher licensure when performance, attitude or behavior raises concern about his/her progress and/or suitability for teacher education. When completing this form, identify competency issues regarding the Dispositions.

Candidate: _____ **ZID:** _____

Course/Context/School: _____ **Date:** _____

Dispositions (see Rubric for details):

1. Caring
2. Collaboration
3. Creative and Critical Thinking
4. Lifelong Learning and Scholarship
5. Diversity

List Disposition(s) as it relates to the student teacher's action/behavior of concern:

Concerns/Comments:

Recommendation (circle one): **GPS** **CPM**

Recommending Individual: _____

Candidate Signature*: _____

Candidate Address: _____

*The student's signature indicates that s/he has read this report. It does not imply agreement with the concerns.

Appendix 2: GPS Template

SUMMARY OF GROWTH AND PROFESSIONAL SUPPORT PLAN

[DATE]

[NAME, Z-ID]
[ADDRESS]

Dear [CANDIDATE]:

Members of the Candidate Support Committee of the Department of Special and Early Education and [STAFF, INSTRUCTOR NAMES] met on [DATE] to develop a Professional Growth and Support Plan (GPS) [FOR/WITH] you. The purpose of this plan is to assist you in reflecting on your performance in [CLASS, CLINICAL, OTHER] and making appropriate adjustments. The areas of concern included [BRIEF DESCRIPTION OF ISSUE]. The GPS Plan represents the faculty and staff's recommendations for remediation of patterns of behavior or academic performance that interfere with satisfactory progress in your SEED program of study.

The GPS developed at your meeting included the following requirements (action steps), which must be completed by the dates indicated:

- [REQUIREMENT 1—OBSERVABLE, MEASURABLE PRODUCT WITH SUPERVISORY/CONTACT PERSON, SUPPORTS/ACTIVITIES, AND DATE DUE]
- [REQUIREMENT 2—OBSERVABLE, MEASURABLE PRODUCT WITH SUPERVISORY/CONTACT PERSON, SUPPORTS/ACTIVITIES, AND DATE DUE]
- [REQUIREMENT 3—OBSERVABLE, MEASURABLE PRODUCT WITH SUPERVISORY/CONTACT PERSON, SUPPORTS/ACTIVITIES, AND DATE DUE]
- OTHER AS NEEDED...

Failure to accept the GPS Plan or to complete its requirements will prevent you from advancing in the licensure program and may result in a Candidate Performance Review. Although the faculty/staff participating in the GPS process believe that these steps will assist you in moving forward in the program, successful completion of the GPS does not guarantee satisfactory completion of the licensure program.

If you have not already done so, please return a signed statement acknowledging that you received a copy of the GPS and that you accept it as a plan for moving forward in your program (a copy of this written letter with signature, or an email from your niu student account). If you have questions regarding the GPS or its components, you may direct your questions to [CSC FACULTY OVERSEEING GPS, PHONE, EMAIL], or to [NAME, PHONE], coordinator of your major program.

Sincerely,

[YOUR NAME AND TITLE]

Candidate Support Committee

Department of Special and Early Education

Cc: SEED DEPARTMENT CHAIR
SEED CPM OFFICE SUPPORT STAFF
STUDENT ADVISOR
PROGRAM COORDINATOR

Appendix 3: Candidate Performance Meeting Report

CANDIDATE PERFORMANCE MEETING REPORT

**Northern Illinois University
College of Education
Department of Special and Early Education**

Candidate: _____ Major: _____ ZID: _____

Committee Chair: _____ Meeting Date: _____

Voting Faculty Members	Department/Program

Other Attendees	Role

The candidate: _____ attended
 _____ submitted a written statement
 _____ did not attend and did not submit a written statement

Presenting Issues and Candidate Response

COMMITTEE DECISION

After hearing all reports of present issues and discussing all aspects of this candidate’s performance, the consensus of the voting members of the committee was that (mark one):

1. ___ The student is allowed to continue his/her program effective _____. The candidate is responsible for meeting all paperwork deadlines for registration, clinical experiences, etc.

Notes: _____

Candidates who are allowed to continue their program may return to a previous disposition status level (i.e., move from Tier 3 to Tier 2) immediately, or they may return to a previous disposition status level if they do not have additional alerts or teacher education deficiencies during a probationary period.

___ A probation period is not required. The candidate returns to Tier ___.

___ The probation period for returning to a previous level will be _____ (specify a time period) following the SPR meeting.

2. ___ The student is dismissed from, or denied admission to:

___ all SEED programs

___ current program only

This is effective immediately and will continue to be effective

___ permanently

___ for a period of _____

___ The candidate will be referred to his or her Academic Advisor

Notes: _____

Rationale for Dismissal

3. ___ The candidate will be allowed to continue in his/her program and/or enroll in future courses offered through the Department of Special and Early Education with the stipulation that timely and thorough completion of all requirements as detailed in the following table has been documented.

Remediation Requirements	Submission Modality	Person Implementing and/or Assessing	Submission Deadline
1.			
2.			
3.			
4.			
5.			
6.			

Students who are allowed to continue their program may return to a previous disposition status level (i.e., move from Tier 3 to Tier 2) if they successfully complete the remediation plan and they do not have additional alerts or teacher education deficiencies during a probationary period. The probation period for returning to a previous level will be _____ (specify a time period) following successful completion of the remediation plan.

NOTICE: Failure to complete and properly submit any of these remediation tasks by the assigned due date will result in immediate, automatic, permanent dismissal from all programs in the Department of Special and Early Education.

Committee Chair Signature: _____ **Date:** _____

Candidate Signature: _____ **Date:** _____

Please note: If an appeal is desired, follow the process outlined in the Department of Special and Early Education Policies and Procedures Handbook.

Copies to be distributed: ___ Candidate (via certified letter)

 ___ Committee Members

 ___ SEED Chairperson

 ___ Director of Advising

 ___ Academic Advisor

___ Clinical Director (if applicable)

___ SEED Retention office staff

___ Individual submitting the Teacher Education Concern Report

___ Other: _____

Appendix 4: Candidate Remediation Outcome

CANDIDATE REMEDIATION OUTCOME REPORT

**Northern Illinois University
College of Education
Department of Special and Early Education**

Please Mark One:

1. ___ Remediation requirements, as outlined in the Candidate Performance Meeting Report, were met as of _____. The candidate is allowed to continue in her/his program and is responsible for meeting all paperwork deadlines for registration, clinical experiences, etc.

2. ___ Dismissal has resulted from failure to meet requirement(s) _____. Dismissal is effective _____ and is permanent.

Rationale for Dismissal

Committee Chair Signature: _____ **Date:** _____

Please note: If an appeal is desired, follow the process outlined in Section V of the Department of Special and Early Education Dispositions, GPS, and CPM Policies and Procedures.

- Copies to be distributed: ___ Candidate (via certified letter)
 ___ Committee Members
 ___ SEED Chairperson
 ___ Director of Advising
 ___ Academic Advisor
 ___ Clinical Director (if applicable)

___ SEED Retention office staff

___ Individual submitting the Teacher Education Deficiency Form

___ Other: _____