

**Undergraduate
Teacher Education Program
General Handbook**



Publication Date August 2022

PREFACE

The purpose of this handbook is to present an overview of the Teacher Education Program at Western Illinois University. The University Committee for Educator Preparation (UCEP) establishes the policies and procedures to be met by all individuals enrolled in the Teacher Education Program at Western Illinois University. The Selection, Retention, and Appeals Committee is the operating arm which follows guidelines established by UCEP to approve or deny individual appeals to waive or alter Teacher Education Program requirements. UCEP hopes that this handbook will serve as a guide for candidates seeking teacher licensure. Any questions concerning the information and materials presented in this handbook should be directed to the Licensure Officer, 40 Horrabin Hall, Western Illinois University, Macomb, IL 61455 (309)298-2117.

IT IS THE RESPONSIBILITY OF THE INDIVIDUAL CANDIDATE TO MEET THE REQUIREMENTS OF THE TEACHER EDUCATION PROGRAM.

Rights Reserved: The provisions of this handbook are not to be regarded as an irrevocable contract. The Teacher Education Program reserves the right to modify, revoke, or add to any and all regulations at any time. As an Illinois recognized institution, Western Illinois University must meet the mandates issued by the Illinois State Educator Preparation and Licensure Board. State licensure requirements take precedence over the catalog of record. Information contained within this handbook was compiled from University catalog, Institutional Self Study and additional pamphlets.



WESTERN
ILLINOIS
UNIVERSITY

The Western Illinois University Teacher Education and Practitioner Preparation

Conceptual Framework

Commitment

A deep emotional and intellectual investment to becoming a caring and compassionate professional dedicated to personal growth, excellence, and service to one's professional community, with the ultimate aim of empowering all learners.

Action

Professional practice that embodies the focused and skillful application of knowledge and understanding informed by reflection and a deep commitment to learners and their ultimate empowerment.



Knowledge

Informed, critically examined, research-based, data-driven, and experientially grounded understanding of learners, content, pedagogy, technology, and the standards associated with one's professional practice.

Reflection

Analytical and thoughtful examination of one's knowledge, understanding, and practice resulting in more targeted and refined action that empowers student learning.

Empowerment

The creation of a professional community wherein candidates develop the capability, confidence, efficacy, and sense of authority, enabling them to create a community that will positively transform the lives and actions of all learners that engages them in attaining their full potential.

OUR VISION

Our graduates will be empowered educational professionals deeply committed to continuous learning and the empowerment of all learners.

OUR MISSION

The WIU Teacher Education Program empowers candidates to become educational practitioners who engage in informed action that is grounded in knowledge and reflection; who are deeply committed to the highest standards of professional practice; who are able to adapt to emerging social, economic, and cultural landscapes; who are skilled in the use of technological tools that promote teaching and learning; and who are committed to empowering all learners.

OUR VALUES

Knowledge: Informed, critically examined, research-based, data-driven, and experientially grounded understanding of learners, content, pedagogy, technology, and the standards associated with one's professional practice.

Action: Professional practice that embodies the focused and skillful application of knowledge and understanding informed by reflection and a deep commitment to learners and their ultimate empowerment.

Reflection: Analytical and thoughtful examination of one's knowledge, understanding, and practice resulting in more targeted and refined action that empowers student learning.

Commitment: A deep emotional and intellectual investment to becoming a caring and compassionate professional dedicated to personal growth, excellence, and service to one's professional community, with the ultimate aim of empowering of all learners.

Empowerment: The creation of a professional community wherein candidates develop the capability, confidence, efficacy, and sense of authority, enabling them to create a community that will positively transform the lives and actions of all learners that engages them in attaining their full potential.

UNIT STANDARDS FOR THE CONCEPTUAL FRAMEWORK

1. The competent candidate knows, reflects on, acts in accordance with, and is committed to professional standards governing his or her subject matter, expectations for learners as described in the appropriate content standards, and making such content meaningful and empowering for all learners.
2. The competent candidate knows, reflects on, acts in accordance with, and is committed to research-based best practices that promote the growth, development, learning, and empowerment of all individuals representing the social fabric of our diverse society.
3. The competent candidate knows, reflects on, acts in accordance with, and is committed to research-based principles governing the planning of instruction, the creation and maintenance of positive, safe learning communities, the implementation of appropriate technological tools, and the use of varied approaches to impact, assess, and empower learning.
4. The competent candidate knows, reflects on, acts in accordance with, and is committed to the importance of professional dispositions, especially those that advance fairness and the belief that all individuals can be empowered to learn.
5. The competent candidate knows, reflects on, acts in accordance with, and is committed to the principles that govern the application of his or her knowledge of subject matter, the empowerment of learners, and the acquisition of practical and professional skills during field and clinical experiences, and to the continual improvement of professional performance.

Table of Contents

INTRODUCTION	6
Historical Perspective of Western Illinois University	6
College of Education and Human Services (COEHS)	6
Licensure Programs	7
ASSESSMENT POLICIES	8
Admission to the University.....	8
Transfer Students and Course Work	8
Admission and Retention to the Teacher Education Program (TEP)	8
Retention	9
Application to Student Teach	9
Clearance to Student Teach	10
Grading	11
Recommendation for Licensure	11
ACADEMIC POLICIES AND PROCEDURES	11
Academic Integrity.....	11
Advising System	11
Continuous Evaluation Process	12
Registering a Concern	12
UNIVERSITY GENERAL EDUCATION AND TEACHER EDUCATION PROGRAM REQUIREMENTS.....	12
WIU Teacher Candidate Dispositions	12
Reflective Paper Directions.....	13
Education Coursework.....	13
Pre-Student Teaching Field Experience.....	14
Policy on Use of Physical Restraint and Crisis Intervention.....	14
Procedures for Criminal Background Investigation.....	15
Policy for Appeal of Criminal Background Investigation Findings.....	15
Selection, Retention and Appeals Committee	16
Appeal Guidelines:	16
Appeals to Waive University Requirements.....	17
SUPPORT SERVICES.....	18
APPENDIX A.....	20
Important Appeal Guidelines.....	20
APPENDIX B	22
Grading Rubrics for Reflective Paper #1	22

STANDARDS FOR ALL ILLINOIS TEACHERS

- Illinois Professional Teaching Standards
- Content Area Standards for all Educators

INTRODUCTION

Historical Perspective of Western Illinois University

Western Illinois University was originally established as a teacher training institution on April 24, 1899. It was named Western Illinois State Normal School in Macomb and its mission was to prepare people to enter the teaching profession. In 1947, growth led to expansion and a name change to Western Illinois State College with an enrollment of 1,345 students. The current name, Western Illinois University became official in 1957. Although the University has undergone a series of changes with its growth, the mission of the Teacher Education Program is to prepare people to enter the teaching profession with the best possible training available.

Long recognized for its outstanding teacher education programs, Western Illinois University provides over twenty areas of licensure and involves all colleges of the University in offering approved programs. Western Illinois University has accreditation by the Illinois State Board of Education and North Central Association of Colleges and Schools.

College of Education and Human Services (COEHS)

The College recognizes the importance of education in society and is dedicated to the improvement of society through education. Preparing people to enter the teaching profession continues to be one of the main goals of the University today. The Office of Teacher Education, located in 40 Horrabin Hall, oversees all teacher education requirements. While traditional aspects of teacher preparation are maintained, programs are continually assessed.

The College has a well-established field experience program which focuses on the partnerships that exist between private and public schools in the areas served by Western Illinois University. Supervised field experiences are available in small and large school settings, diverse settings, rural and urban schools, agencies with migrant populations and in daycare sites. Supervised student teaching in cooperating public schools is the process whereby a prospective teacher candidate demonstrates competence as an effective beginning teacher. Candidates seeking licensure are required to successfully complete one semester of full-time student teaching. Candidates are supervised by a supervision field specialist and a cooperating teacher.

Horrabin Hall houses several centers that provide our teacher candidates and community members with resources based around education. Candidates and community members are invited to utilize these centers to help provide our local students with the best education possible. The Curriculum Library provides candidates and faculty with resources and instructional materials that are essential elements of the Teacher Education Program. New information and teaching material used in grades PK-12 are available for candidates. The Maurice G. Kellogg Science Education Center provides candidates with materials, laboratory facilities, and special programs which enhance teacher preparation and educational knowledge. The Reading Center serves students in public and private schools with coordinators and tutors who facilitate the nationwide America Reads program with a goal of each child being able to read independently by third grade. The Arlington & Arlene Seymour Center for Rural Education, Advocacy, Policy and Research provides continuing support for the needs of rural educators in Illinois as well as at the state and national levels. The Infant and Preschool Center provides childcare for local children from birth through age 6 while also offering college students a chance for observation or hands-on experiences with children. The Center for Social Studies Education hosts a resource room where teachers-in-training can find a wealth of information relating to social studies education including textbooks, lesson supplements, traveling trunks of entire units, and many other resources.

Licensure Programs

Western Illinois University offers the following programs approved by the Illinois State Educator Preparation and Licensure Board:

Undergraduate Programs:

- Elementary Education
 - Early Childhood Education
 - Elementary Education
 - English as a Second Language
 - Multilingual Education
- Middle School Education
 - Language Arts
 - Mathematics
 - Science
 - Social Studies
- Secondary Education
 - Agriculture (5-12)
 - English
 - Mathematics
 - Science/Biology
 - Science/Chemistry
 - Science/Physics
 - Social Science/History
- Special (PK-12)
 - Art
 - World Language
 - French
 - Spanish
 - Music
 - Physical Education
 - Special Education Learning Behavior Specialist (K-age 22)

Graduate Programs

- Administrative
 - Principal
 - Superintendent
- Alternative Licensure Program (Master of Arts in Teaching)
 - Early Childhood (Birth-Grade 2)
 - Elementary Education (1-6)
 - English (9-12)
 - History (9-12)
 - Mathematics (9-12)
 - Middle Level (5-8)
 - Music (PK-12)
 - Science (9-12)
 - Special Education (K-age 22)
- Reading Specialist
- Reading Teacher Endorsement
- School Service Personnel
 - School Counselor
 - School Psychology
 - Speech and Language Pathology
- Technology Specialist Endorsement

ASSESSMENT POLICIES

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Admission to the University

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Transfer Students and Course Work

Candidates transferring to Western Illinois University must meet the admission requirements established by WIU. Official transcripts of all previous colleges and universities attended must be submitted to the Transfer Admissions Office.

Course work completed at other institutions must meet course equivalents and grade requirements established at WIU. Articulation for course work can be checked in the Office of Teacher Education, major departments (for major requirement), or the Admissions Office.

Courses transferred from other institutions to meet major requirements must be evaluated by the major departments. Catalog description, course syllabi, and additional information concerning courses being evaluated may be requested. A grade of 'C-' or better is required for all directed general education courses, all core courses, and all courses in the major.

Admission and Retention to the Teacher Education Program (TEP)

Candidates should complete all requirements for the Teacher Education Program (TEP) by the end of their sophomore year. At this point, a candidate has accumulated 30-45 semester hours of course work.

Requirements: To be fully accepted to the Teacher Education Program, the following conditions must be met. Links and directions can be found on the [Teacher Education](#) web page.

- Create an ELIS account with the Illinois State Board of Education.
- Submission of an acceptable Reflective Paper. Candidates must submit their reflective paper to their major department and have it positively evaluated (some majors will complete this paper in the major introduction course).
- Satisfactory completion of 30 semester hours of approved course work.
- In accordance with the Illinois State Board of Education licensure rules, all candidates seeking teacher licensure are required to obtain a grade of "C-" or better in all directed general education courses, all core courses, and all courses in the option.
- Acquire the required major and cumulative grade point average for the program: 2.0 required for Early Childhood majors. 2.50 required for Agriculture, Art, Bilingual, Elementary, English, French, Mathematics, Middle School, Music, Physical Education, Science/Biology-Chemistry-Physics, Spanish, and Special Education majors. 2.75 required for History majors.
- The National Sex Offender, Convicted Methamphetamine, and the Illinois State Police Child Murderer and Violent Offender Against Youth registries will be checked.
- Satisfactorily complete the ELL modules.
- Candidates must complete the State-mandated Safety Training.
- Submit TEP Admission Application with appropriate department signatures.
- Portfolio requirement where applicable. Check with advisor.

Clearance to Student Teach

Student teaching credit is required for graduation in the Teacher Education Program. Students must fulfill the requirements for admission to and retention in the Teacher Education Program and are responsible for meeting the student teaching requirements listed below.

Candidates must exhibit the dispositions and professional behaviors needed to perform the essential functions of teaching, with or without reasonable accommodations. The Student Development and Success Center, in collaboration with the College of Education and Human Services Associate Dean, will make the determination of reasonable accommodations.

Candidates must satisfactorily complete a personal interview with the Selection, Retention, and Appeals Committee if requested by the committee.

The following requirements must be met for clearance to student teach:

- Maintain the required major and cumulative grade point average for the program: 2.0 required for Early Childhood majors. 2.50 required for Agriculture, Art, Bilingual, Elementary, English, French, Mathematics, Middle School, Music, Physical Education, Science/Biology-Chemistry-Physics, Spanish, and Special Education majors. 2.75 required for History majors.
- In accordance with the Illinois State Board of Education licensure rules, all candidates seeking teacher Licensure are required by Western Illinois University to obtain a grade of "C-" or better in all directed general education courses, all core courses, and all courses in the option.
- Completion of all required program coursework.
- Pass State Content Area Test(s). Some programs have more than one exam. Candidates experiencing difficulty passing these tests should contact their major department.
- Teacher education candidates are expected to comply with the Illinois State Police and FBI fingerprint background investigation requirements as set forth by UCEP. Prior to any field work in schools/agencies, candidates are to supply verification of having completed both an Illinois State Police and FBI fingerprint background investigation to your placement site. Refer to website: http://www.wiu.edu/coehs/teacher/advising/background_invest.php. Candidates may be prohibited from completing field work if background investigations disclose arrests and/or convictions deemed problematic. Information may be obtained in Horrabin Hall 40; questions may be directed to the Licensure Officer, (309)298-2117. In addition to the background investigations the National Sex Offender, Convicted Methamphetamine, and the Illinois State Police Child Murderer and Violent Offender Against Youth registries will be checked.
- Candidates must also complete the Mandated Reporter training *and* the status form. Refer to: http://www.wiu.edu/coehs/teacher/student_teaching/mandated_reporter.php Candidates need to allow 60-90 minutes to complete this online training. A copy of both the Mandated Reporter certificate *and* the status form must be submitted to the Office of Teacher Education.
- Disposition Check 1 and 2. Candidates are required to exhibit the following professional dispositions at all times during their tenure at WIU: collaboration, commitment to learning, valuing diversity and equity, and responsibility and respect. Failure to adhere to these professional dispositions is grounds for dismissal from the program.
- Department Chair/designee approval. The semester prior to student teaching, the major department will be requested to reassess each applicant's record. At that time, the department has the option to recommend or withdraw its recommendation for an individual to student teach. Candidates must have this final recommendation before clearance to student teach will be granted.
- Portfolio requirement, where applicable. Check with your major department.

Candidates are required to be registered for student teaching prior to the starting date of the student teaching assignment. Some majors require student teaching at two different levels. Check with your education advisor at either the Macomb or Quad City campuses for specific requirements and registration. Prior to student teaching, each candidate is informed of their status concerning any deficiencies required by the TEP, course work, or cumulative or major grade point average problems.

Candidates must be cleared of all deficiencies prior to being cleared to begin student teaching. All deficiencies must be cleared by the designated deadline or the Coordinator of Field & Clinical Experiences will be notified that the individual is not clear to student teach and placement may be canceled. It is the responsibility of the candidate to be sure all deficiencies have been cleared by the Licensure Officer in 40 Horrabin Hall. Candidates must contact the Licensure Officer for approval for any extenuating circumstances which may delay clearances for student teaching.

If a candidate wishes to cancel their student teaching for any reason or if the candidate changes majors or minors after applying to student teach, it is the responsibility of the candidate to notify the Office of Teacher Education, 40 Horrabin Hall.

Grading

The student teaching experience is evaluated on an S/U grading system.

Recommendation for Licensure

Recommendation for licensure to the State is made by the Licensure Office. Individuals must complete an approved program and pass all required Illinois Licensure Tests. Candidates for initial teacher licensure within the State of Illinois do not need to be U.S. Citizens to obtain an Illinois license, but must hold a valid social security number to obtain employment as an educator.

The procedure for Licensure is as follows:

1. Candidates will receive information on licensure during the student teaching semester. This information will be sent via email.
2. Candidates must submit the Educative Teacher Performance Assessment (edTPA). This assessment must be passed in order for licensure to be granted.
3. Candidates must have a midterm disposition Check 3 completed by cooperating teacher during student teaching.
4. Candidates must have a final evaluation completed by cooperating teacher during student teaching.
5. Department Chair/designee must give approval in support of licensure.
6. Licensure will be released for undergraduate students once the degree is posted. Licensure for graduate students will be released once a final grade for student teaching is posted on the WIU transcript. Candidates will be notified by the Licensure Office when their entitlement is ready. Individuals will not be able to substitute teach or begin teaching prior to licensure being issued unless candidate has a short-term substitute license. The edTPA must be passed in order for licensure to be granted.
7. Candidates will apply for licensure on-line. Information on how to apply will be provided during the student teaching semester.

ACADEMIC POLICIES AND PROCEDURES

Academic Integrity Policy

Western Illinois University is dedicated to the discovery and communication of knowledge. The University can best function and accomplish its objectives in an atmosphere where high ethical standards prevail. For this reason, and to insure that the academic work of all students will be fairly evaluated, the University strongly condemns academic dishonesty. WIUs policy on academic integrity is available on the [website](#).

Accommodation Policy

Students with disabilities: In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center at (309)298-2512, disability@wiu.edu or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.

Advising System

The Office of Teacher Education is located in 40 Horrabin Hall. It is open from 8:00-4:30 p.m. Monday through Friday. In addition to advising, the Office provides applications and clearance for TEP and student teaching, field and clinical information, and licensure information. Quad Cities students are advised at the WIU Riverfront campus.

Elementary, Early Childhood, Multilingual/ESL, Middle School, Special Education, Secondary and K-12 education majors are advised by advisors in the Office of Teacher Education. Secondary and K-12 education majors are enrolled in the Teacher Education Program of the college housing their major. Therefore, all Secondary and K-12 majors are also advised by their major advisor. The Secondary and K-12 education advisor is available to answer questions concerning teacher education requirements for secondary and K-12 education majors.

It is the responsibility of the candidate to meet with their advisor and seek information to keep informed of all requirements to the Teacher Education Program and to regularly check the [Office of Teacher Education](#) website.

Continuous Evaluation Process

Candidates in the Teacher Education Program at Western Illinois are continuously monitored for retention in the program. Any instructor may file [a student concern form](#) if a candidate's progress and/or suitability to continue in the program is questioned. Deficiencies due to academic performance and/or professional skills or dispositions may be evaluated. Possible discussion about remediation or discontinuing the Teacher Education Program may be required.

Registering a Concern (by student candidate)

Candidates who wish to register a concern regarding the TEP program are encouraged to complete a [student with a concern form](#). It is automatically submitted to the Licensure Officer who in turn addresses the issue with the appropriate administrator with a response back to the student.

UNIVERSITY GENERAL EDUCATION AND TEACHER EDUCATION PROGRAM REQUIREMENTS

All teacher education candidates must meet University General Education requirements. Some majors have "specific" general education requirements. Candidates in teacher education programs are required to work with their education advisor to ensure that all general education requirements for the specific program are completed.

Candidates seeking teacher licensure also have formal assessments for dispositions. Candidates will be assessed at least three times throughout their program. Faculty with substantial concern about a candidate's disposition may file a concern with the Licensure Office at any time. Candidates that have concerns raised will be expected to meet with major departments and/or the Assistant Dean of the College of Education and Human Services.

WIU Teacher Candidate Dispositions

The UCEP at Western Illinois University believes that well prepared teacher candidates understand and can demonstrate knowledge of professional skills and dispositions. We further believe that teacher candidates must apply their knowledge, skills, and dispositions in school settings. The mission of Western Illinois University's Teacher Education Program is to prepare versatile teachers who appreciate the importance of our diverse population; who adapt to emerging social, economic, and demographic patterns; and who are skilled in the use of technological tools to promote teaching and learning in our nation's schools. We further believe that the disposition of our candidates is important for their success as a teacher and a professional.

Candidates are evaluated on the following dispositions at three points in their program, EDS 202, methods course, and student teaching. The assessment is completed by faculty and/or cooperating teachers on WEPPAS.

Teacher Education students will be required to meet with their program coordinator, department chair, and/or field supervisor the first time they receive a rating of "Fails to Meet Expectations" on any of the dispositions. The student may submit a statement to the program coordinator/department chair about the "Fails to Meet Expectations" rating after the initial meeting.

Teacher Education students who receive a disposition rating of "Fails to Meet Expectations" on a subsequent disposition assessment will be required to meet with their program coordinator, department chair, and/or field supervisor to determine if remedial actions are necessary or whether dismissal from WIU's Teacher Education Program is warranted. A student may appeal to the Teacher Education Selection, Retention, and Appeals Committee (SRA), if the program coordinator, department chair, and/or field supervisor recommend dismissal from the teacher education program.

Teacher Education students who receive a disposition rating of "Fails to Meet Expectations" during student teaching will need to meet with the Coordinator of Field and Clinical Experiences, program area coordinator/department chair, and the Assistant Dean of the College of Education and Human Services. The student may submit a statement about the "Fails to Meet Expectations" rating.

Each indicator within each of the dispositions are rated using the following key:

- Fails to Meet Program Expectations
- Meets Program Expectations
- Exceeds Program Expectations

Disposition 1 Collaboration: Collaboration is valued in education. Effective collaboration means working with other members of a group (students, peers, cooperating teachers or parents) exchanging ideas, sharing experiences and learning processes, and building communities. Group members work together toward common goals. Collaboration is valued inside and outside the classroom as a way to create strong communities (Danielson 6; IPTS 8).

Disposition 2 Commitment to Learning: Commitment to learning is essential to the development of exemplary educators. Valuing research, learning in all areas of instruction, problem solving, self-reflection, and personal growth creates exemplary students and educators. Through participating in learning of best practices, and actively engaging in new ideas and knowledge building, individuals show a commitment to learning in and beyond the classroom (Danielson 5 and 6; IPTS 9).

Disposition 3 Valuing Diversity and Equity: Valuing the diversity and uniqueness of all groups and using responsive non-discriminatory practices are essential in education. Individuals implement a variety of practices and strategies that meet the needs of all learners in and outside the classroom. They develop knowledge about ways in which groups and individuals are culturally, historically, economically, and socially shaped. They provide examples of the belief that all students can learn. They show respect in both words and actions for diverse groups, including students, peers, instructors, or advisors (Danielson 5; IPTS 1 and 3).

Disposition 4 Responsibility: Responsibility is vital for learners and educators. Responsible individuals are prepared, act independently, demonstrate accountability, reliability, and sound judgment. They prioritize health and safety to minimize absences and illness. They accurately report information and take initiative in learning, professional, and personal environments (i.e. online presence). They are engaged, on-task, and responsible in all educational and professional environments. They make ethical decisions, are reflective in all learning experiences and situations, and are responsible for their behaviors and choices. They demonstrate respect for others, including peers, students, instructors, parents, and supervisors (Danielson 6; IPTS 9).

Adapted from Illinois State University's Special Education Department

UTEC approved 10/29/01

Revisions Approved by UCEP 12/09/2019

Teacher education candidates should address the above dispositions in the [reflective paper](#).

Reflective Paper for TEP Admittance Directions

The Reflective Paper is submitted to the major department. Address each of the following items in your paper as you reflect on your decision to enter the Teacher Education Program (TEP) at Western Illinois University. Use the scoring rubric (See APPENDIX B) to organize your paper and to ensure you address each item listed below. For style and grammar, consult the APA (American Psychological Association) style manual, which is available where textbooks are sold, in the Reference section of the Malpass Library, in the back of the style manual used in ENG 180 & 280, or summarized on a website such as Wooster.

You will be evaluated on the following items:

1. Briefly specify your primary reason for selecting teaching as your career, and reflect on your strengths as a potential teacher.
2. Provide 1-2 examples of experiences working with students/children and what you have learned about teaching and learning from these experiences.
3. Review the 4 WIU TEP Candidate Dispositions and (a) present one example of how you need to personally or professionally improve on each disposition (b) formulate and describe your plan to improve upon the disposition. Make sure that you address all 4 of the dispositions.
4. Submit a polished paper, paying close attention to organization, spelling, sentence structure, grammar, and writing mechanics.

Education Coursework

The teacher education faculty of Western Illinois University believes that a professional teacher is one who is flexible and selective and evidences continuous personal development. This belief supports the premise that knowledge of the teaching/learning process is constructed by critical learners within the fourfold process of awareness, reflection, inquiry, and action.

The Teacher Education Program provides teacher education candidates with an initial framework for making informed decisions in the professional work place. Informed teachers are effective decision makers. Effective decision-making is learned by experiencing problem-solving situations. The teacher education curriculum must also consider the characteristics of the teacher who is teaching and the learner who is learning. The teacher education model, therefore, makes the assumption that potential teachers simultaneously complete a program of formal course work to assist them in formulating a base of knowledge while experiencing early and frequent supervised field experiences that integrate actual teaching/learning situations with educational theory.

All individuals enrolled in the Teacher Education Program must obtain a minimum grade of C- in all required courses.

Pre-Student Teaching Field Experience

The Teacher Education Program requires that each person seeking teacher licensure must complete college supervised pre-student teaching field work hours in the major. A grade of "C-" or above is required for all field experiences.

With any field experience in the PK-12 schools, students are "guests" in the schools and must comply with the expectations set forth by the school district. Students may be asked to leave a school if unprofessional and/or inappropriate behavior is exhibited.

Candidates are required to provide their own transportation to and from pre-student teaching and student teaching field assignments. When using a personal vehicle, the candidate is to be covered by valid auto insurance that provides at least the limits of coverage statutorily required to legally operate a vehicle in Illinois and all other jurisdictions in which they may travel.

Teacher education candidates are expected to comply with the Illinois State Police and FBI fingerprint background investigation requirements as set forth by UCEP. Prior to any field work in schools/agencies, candidates are to supply verification of having completed both an Illinois State Police and FBI fingerprint background investigation to your placement site. More information can be found on the the [Teacher Education website](#). Candidates may be prohibited from completing field work if background investigations disclose arrests and/or convictions deemed problematic. Information may be obtained in Horrabin Hall 40; questions may be directed to the Licensure Officer, (309)298-2117.

In addition to the background investigations, the National Sex Offender, Convicted Methamphetamine, and the Illinois State Police Child Murderer and Violent Offender Against Youth registries will be checked.

The following is a list of majors and field work required:

Agriculture	EDS 202; AGED 131, 330, 331; EDUC 439
Art	EDS 202; ARTE 360, 361, 411, 437; EDUC 439
Bilingual	EDS 202, Provided in methods, major courses and EDS 303 (2)
Biology	EDS 202; EDS 303, 304; BIO 381
Chemistry	EDS 202; EDS 303, 304; CHEM 381
Early Childhood	EDS 202; ECH 380, 381, 480
Elementary Education	EDS 202; C&I 170, 270, 370, 371, 470
English	EDS 202, EDS 303 (2) and 304 (1)
French	EDS 202, EDS 303 (2) and 304 (1)
History	EDS 202, EDS 303 (2) and 304 (1)
Mathematics	EDS 202, EDS 303 (2) and 304 (1)
Middle School	EDS 202; C&I 170, 270, 371, 470
Music	EDS 202; EDS 303 (2) Field Work plus methods and major courses
Physical Education	EDS 202; KIN 369; PETE 364, 393, 438
Physics	EDS 202; EDS 303, 304; PHYS 381
Spanish	EDS 202; EDS 303 (2) and 304 (1)
Special Education	EDS 202; SPED 280, 430, 445, 460

Policy on Use of Physical Restraint and Crisis Intervention

The Western Illinois University Teacher Education Program holds the position that no WIU student completing field experiences, including student teaching, be asked to use or engage in the use of physical restraint.

Western Illinois University requires that no WIU student be left alone in dangerous or potentially dangerous situations. All students should receive, on the first day of their field experience, written statements of the crisis intervention plans of the school and classroom and procedures related to student aggressive behavior.

If a student should find themselves in a situation which presents dangers to self or others, the student should:

1. Take steps to protect their personal safety and the safety of others.
2. Immediately contact a teacher, administrator, and/or school security guard.

Procedures for Criminal Background Investigation

Teacher Education candidates are expected to comply with the Illinois State Police and FBI fingerprint background investigation requirements as set forth by the University Committee for Educator Preparation. Prior to any field work in schools/agencies, candidates are to supply verification of having completed both an Illinois State Police and FBI fingerprint background investigation to their placement site. Candidates may be prohibited from completing field work if background investigations disclose arrests and/or convictions deemed problematic. Information may be obtained in Horrabin Hall 40; questions may be directed to the Office of Teacher Education at (309)298-2117.

Background checks cannot be shared among districts. A new background check must be submitted to each new district.

1. All candidates must provide a state and FBI fingerprint-based criminal background check to the district in order to participate in the field experience placement. It is illegal for WIU to receive FBI fingerprint-based background checks.
2. The instructor for the field experience will phone the school district's main office and ask if there are procedures the district has in place to obtain the state and FBI fingerprint-based background check for candidates.
3. If the school district has procedures in place, those procedures will be followed.
4. If the school district has not established procedures for securing state and FBI fingerprint-based criminal background for field experience candidates, the instructor will ask if candidates can complete the state and FBI background check using the services of the local Regional Office of Education (ROE).
5. The results of the fingerprint-based criminal background check are only sent to the school district. Candidates will not receive a copy of the background check nor will WIU.
6. If the school district indicates that there has been a "hit" on any background check, the candidate should contact the Office of Teacher Education at (309)298-2117.
7. If the offense is one that prohibits the candidate from being licensed, the candidate will be advised to change their major.
8. If the offense is one that will not prevent you from earning an educator license in Illinois, WIU will seek a second placement. A new background check will be conducted. The candidate must pay all fees for initial and subsequent background checks.
9. Accepting or rejecting a candidate for a field experience is the decision of the school district and not a decision that WIU can legally make.

Whenever a legal issue arises candidates are encouraged to immediately self-report the incident to the Licensure Officer. This practice ensures that a candidate does not progress through a licensure program only to learn later that they are ineligible for licensure in the State of Illinois. It also provides an opportunity for the candidate to become informed about possible delays in licensure due to court supervision, etc. Reporting of any legal issue is handled confidentially with the Licensure Officer. When a Selection and Retention Committee appeal becomes necessary, the identity of the candidate is not revealed to the committee.

Policy for Appeal of Criminal Background Investigation Findings

Article 21B-15 of the School Code of Illinois indicates applicants for teacher licensure must be of good character. Article 10-21.9 and Article 21b-80 enumerate certain sex and narcotics offenses that prohibit licensure or employment in the public schools. Any individual with a felony conviction may be denied licensure. Therefore, an individual in Western Illinois University's teacher education program who has been convicted of a felony or any sex, narcotics, or drug offense must contact the Licensure Officer in Horrabin Hall 40 immediately.

A candidate who has been convicted of a felony, a pattern of misdemeanors, or has been forwarded for review by the Judicial Programs Office will be required to have their case reviewed prior to continuation in any teacher education program. To qualify for review, at least one year must have elapsed from the termination of the sentence or the end of probation for any felony conviction.

For this review, the candidate will be required to provide evidence of good character and rehabilitation that outweigh the offenses they have committed.

Documentation for the review shall include:

1. Statement in their own words describing the circumstances of the crime.
2. Results of the criminal background investigation, copy of the court record of conviction, and report from the WIU Judicial Programs Office.
3. Original statements attesting to good character and/or rehabilitation. These could come from employers, civic leaders, college instructors, and others in a position to attest to character and rehabilitation.
4. Other information that the candidate believes would help the committee to reach a fair decision.

The Selection and Retention Committee will review documentation provided by the candidate.

A candidate who is allowed to continue in the teacher education program, must agree to have the results of the criminal background investigation provided to the district administrator prior to being placed with a school or agency. Furthermore, the candidate will be notified that while he/she will be allowed to proceed in the teacher education program, the final decision regarding teacher licensure will be made by UCEP (University Committee for Educator Preparation) and ultimately, the State.

Western Illinois University will not knowingly recommend a candidate for licensure if the candidate is on court supervision for a criminal offense or DUI. Licensure will not knowingly be released for candidates with a pending legal issue. Candidates must provide written documentation that court supervision has been successfully completed and/or charges have been dropped prior to the recommendation for licensure being submitted to ISBE. In some instances ISBE will delay licensure until one year has passed after the completion of court supervision

Selection, Retention and Appeals Committee

This committee considers various appeals and requests for candidates enrolled in the teacher education program. Should an appeal to this committee be necessary, contact your advisor. Appeal forms are available in 40 Horrabin Hall.

The student may appeal a negative decision by the Selection and Retention Appeals (SRA) Committee and/or the Field, Clinical and Internship Review Committee to the Dean of COEHS. The decision of the Dean is final.

Candidates are required to submit an appeal for the following:

- Waiver of teacher education course requirements and/or student teaching prerequisite
- Special consideration for student teaching with deficiency(ies)
- Special consideration for student teaching placement “out of area”
- Special consideration for submitting a late student teaching application
- Other

[The Appeal - Selection and Retention Teacher Education Program form](#) may be found on the Teacher Education website.

Appeal Guidelines

Waiver of Teacher Education Course Requirements and/or Student Teaching Prerequisite

The Selection, Retention and Appeals Committee must approve waiving teacher education requirements and/or student teaching prerequisites because frequently these requirements are mandated for licensure.

Special Consideration for Student Teaching with Deficiency(ies)

The Licensure Officer is obligated to recommend cancellation of a student teaching placement in advance of the student teaching semester when a student has not cleared his/her program deficiencies by the specified deadline date. Students will be notified of the cancellation through their WIU email.

A request to student teach while a student has program deficiencies is considered for exceptional circumstances only. To receive this type of consideration, a student must appeal to SRA. All appeals must be well written, well documented and supported. The committee hearing the appeal will consider the following guidelines:

1. All deficiencies referenced in the student teaching cancellation notice are cleared and the clearances documented.
2. The major department’s chairperson or appointed designee must provide a letter of support for the student.
3. The appeal must be submitted in its entirety at least five working days before the official beginning date of the University semester.

An approved appeal may be contingent upon the identification of an appropriate student teaching placement site, as determined by the Coordinator of Field and Clinical Experiences. If approved, the original student teaching placement may be changed. The student may be required to relocate. Under no circumstances is a student to arrange their own student teaching placement.

Special Consideration for a Student Teaching Placement “Out of Area”

A request to student teach “out of area” is considered for exceptional circumstances only. To be considered for this type of placement, a student must appeal. All appeals must be well written, well documented and supported. The Field, Clinical and Internship Review Committee, a subcommittee of SRA will consider the following guidelines: Appeal must include the completed appeal form with appropriate signatures; letter attached explaining why the appeal should be considered and where placement is requested; and documented support for appeal. An appeal may be submitted as early as one calendar year prior to the student teaching term but no later than the tenth day of the semester prior to the semester student teaching will be completed.

If the appeal is approved, student must assume all costs beyond usual and customary fees related to student teaching supervision and cooperating teaching expenses; student must enroll in student teaching at WIU; student is responsible to work with the Coordinator of Field and Clinical Experiences to make placement arrangements. Students must complete all requirements for student teaching as identified in the course syllabus.

Special Consideration for Submitting a Late Student Teaching Application

An appeal must include the completed appeal form with appropriate signatures and letter attached explaining why the appeal should be considered. Requests to submit a student teaching application will only be considered if submitted no later than tenth day of the semester prior to the semester student teaching is intended to be completed.

Acceptance of a late student teaching application DOES NOT guarantee a placement. Furthermore, a late placement may delay identification of a WIU supervisor.

Taking Courses While Student Teaching

All course work required for the approved teacher education program, except student teaching, is required to be completed prior to the start of the student teaching semester. Candidates are discouraged from taking additional course work while student teaching. All requests to take additional course work while student teaching must be appealed to SRA. No course work will be approved if it will interfere with student teaching assignments or requirements. Should courses interfere with student teaching, the candidate will be required to withdraw from the course or face termination of student teaching.

Reapplying to Student Teach After Withdrawal, Suspension or Termination

Successful completion of a remediation plan (if required) is a precondition for reapplying to student teach. Candidates are required to pick up an appeal form from the Office of Teacher Education. An appeal requires approval by the program advisor, department chair, and the Licensure Officer. Appeals (APPENDIX A) are to be submitted to the Licensure Office, 40 Horrabin Hall.

Student Teaching Assignment Canceled

The Licensure Officer is obligated to cancel a student teaching placement in advance of the student teaching semester when a candidate has not cleared their deficiencies by the designated deadline. Questions may be directed to the Licensure Officer for procedure and requirements.

Grade Point Average

The required “cumulative grade point average” and “major grade point average” to student teach is 2.5 for all majors except history (2.75) and early childhood (2.0).

Appeals to Waive University Requirements

Appeals to waive University catalog requirements which are also teacher education requirements must first be approved by Selection, Retention, and Appeals Committee before it is submitted to the Council on Admission, Graduation, and Academic Standards (CAGAS) for University waiver. [Appeal forms](#) are available on the website.

SUPPORT SERVICES

Western Illinois University offers a number of services to supplement the academic life of the students.

Academic Assistance Centers

Academic assistance centers are available for the following areas for students:

- Biology
- Chemistry
- Economics
- English
- Geography
- Geology
- History
- Liberal Arts & Sciences (African American studies, Religious Studies & Women's Studies)
- Mathematics & Philosophy
- Physics
- Political Science
- Psychology
- Sociology & Anthropology
- World Languages
- Writing Center

Beau Health Center

Beau Health Center is an accredited full service medical clinic offering quality outpatient health care, student health insurance and health education and wellness education to registered Western Illinois University students. (309)298-1888. [Beau Health Center web page](#).

Career Services

[The Center for Career Preparation and Employer Engagement](#) provides placement, career planning, and occupational information to meet individual needs and capabilities. All juniors and seniors are encouraged to register prior to graduation. Registration may be completed on-line. The office is located in 125 Memorial Hall, (309)298-1838.

Multicultural Center

[The Multicultural Center](#) houses several centers that provide support to students. Being located in one central location gives the four centers a chance to enhance their goals of educational, social, and cultural programs and resources that will help to focus the campus community's awareness and appreciation of diversity, equity, and inclusion by recognizing and inviting all backgrounds to build community together. The centers are:

- [Casa Latina Cultural Center](#) offers a variety of programs to enlighten the University community and surrounding area about the history and cultural aspects of the international and Latino societies. Casa Latina also provides support services for international and Latino students that encourage and motivate them to have a successful college experience. (309)298-3379.
- [Gwendolyn Brooks Cultural Center](#) is named after the Pulitzer Prize-winning poetess and Poet Laureate of Illinois. The mandate of the center is to promote the rich cultural experience of African Americans. The Center is committed to helping the campus community adjust to a multicultural society without regard to age, race, or economic status. (309)298-2220.
- [The Lesbian, Gay, Bisexual, Trans*, Queer/Questioning, Asexual/Ally \(LGBT*QA\) Resource Center](#) offers a welcoming and inclusive environment for people of all sexualities and gender identities/expressions. The LGBT*QA Resource Center also serves as connection for LGBT*QA individuals to resources, support, education, programming, and advocacy with an emphasis on the holistic development of students. (309)298-4004
- [Women's Center](#) supports a welcoming and gender-inclusive campus community. Student development is at the core of our work. We advocate for gender equity through examinations of feminism, sexism, patriarchy, and misogyny. We lead the campus community in explorations of how gender is a social construction that influences power dynamics, and intersects with all other identities, such as, but not limited to: ability, age, citizenship status, ethnicity, race, religion, sex, sexual orientation, and socioeconomic class. We promote opportunities to celebrate women, collaborate in programming and outreach, and seek unity and understanding. (309)298-2242

Student Development and Success Center

[The Student Development and Success Center](#) is a Student Services department with three functional areas including Disability Resources, Health Education, and Student Development. The office is located in 125 Memorial Hall. (309)298-1884.

Scholarship Information

For Scholarship information and applications, contact any of the following offices:

- [Office of Teacher Education](#), 40 Horrabin Hall, (309)298-2117
- Major Department
- [WIU Scholarship Office](#), 303 Sherman Hall, (309)298-2001

University Counseling Center

[The University Counseling Center](#) provides personal, vocational and educational counseling services. Programs in study skills, interpersonal communications, personal problems, and career counseling are offered at the Center, 1st Floor Memorial Hall, (309)298-2453.

Veterans Resource Center

[The Veterans Resource Center](#) is committed to assisting those who served or are currently serving in the U.S. military, and their family members. In collaboration with an array of University departments and community organizations, the center provides coordinated services and resources in a one-stop location to ensure that all military service members are afforded the greatest opportunities for success. Wright Residence, (309)298-3505.



APPENDIX A

IMPORTANT APPEAL GUIDELINES

Waiver of Teacher Education Course Requirements and/or Student Teaching Prerequisite*

The Selection, Retention and Appeals Committee must approve waiving teacher education requirements and/or student teaching prerequisites because frequently these requirements are mandated for licensure.

Special Consideration for Student Teaching with Deficiency(ies)*

The Licensure Officer is obligated to recommend cancellation of a student teaching placement in advance of the student teaching semester when a student has not cleared his/her program deficiencies by the specified deadline date. Students will be notified of the cancellation by student's WIU email.

A request to student teach while a student has program deficiencies is considered for exceptional circumstances only. To receive this type of consideration, a student must appeal. All appeals must be well written, well documented and supported. The committee hearing the appeal will consider the following guidelines:

1. All deficiencies referenced in the student teaching cancellation notice are cleared and the clearances documented.
2. The major department's chairperson or appointed designee must provide a letter of support for the student.
3. The appeal must be submitted in its entirety at least five working days before the official beginning date of the University semester.

An approved appeal may be contingent upon the identification of an appropriate student teaching placement site, as determined by the Coordinator of Field Experiences. If approved, the original student teaching placement may be changed. The student may be required to relocate. Under no circumstances is a student to arrange his/her own student teaching placement.

Special Consideration for a Student Teaching Placement "Out of Area"*

A request to student teach "out of area" is considered for exceptional circumstances only. To be considered for this type of placement, a student must appeal. All appeals must be well written, well documented and supported. The committee hearing the appeal will consider the following guidelines:

1. Support of department chair, academic advisor, cumulative GPA of 3.35, major GPA of 3.50.
2. Appeal must include the completed appeal form with appropriate signatures; letter attached explaining why the appeal should be considered and where placement is requested; and documented support for appeal.
3. An appeal may be submitted as early as one calendar year prior to the student teaching term but no later than the tenth day of the semester prior to the semester student teaching will be completed.

If the appeal is approved, student must assume all costs beyond usual and customary fees related to student teaching supervision and cooperating teaching expenses; student must enroll in student teaching at WIU; student is responsible to work with the Coordinator of Field and Clinical Experiences to make placement arrangements.

Special Consideration for Submitting a Late Student Teaching Application*

An appeal must include the completed appeal form with appropriate signatures and letter attached explaining why the appeal should be considered. Requests to submit a student teaching application will only be considered if submitted no later than tenth day of the semester prior to the semester student teaching is intended to be completed.

Acceptance of a late student teaching application DOES NOT guarantee a placement. Furthermore, a late placement may delay identification of a WIU supervisor.

* The student may appeal a negative decision by the Selection and Retention Appeals (SRA) Committee, and/or the Field, Clinical and Internship Review Committee to the Dean of COEHS. The decision of the Dean is final.



**APPEAL – SELECTION AND RETENTION
TEACHER EDUCATION PROGRAM**

Please return to Horrabin Hall 40

Name _____ Student ID # _____

Major _____ Phone _____

Address _____

Email _____

- Indicate the nature of your request.
 - ___ Waiver of teacher education course requirements/student teaching prerequisite
 - ___ Special consideration for student teaching with deficiency(ies)
 - ___ Special consideration for a student teaching placement “out of area”
 - ___ Special consideration for submitting a late student teaching application
 - ___ Other (please state) _____

2. Attach a complete and concise description of your request.

3. Obtain all applicable signatures.

Candidate’s Signature _____ Date _____

Major Advisor’s Signature _____	Approve ___ Deny ___
Supplemental information attached by advisor _____	No Recommendation ___
Chairperson’s Signature _____	
Major Department _____	Approve ___ Deny ___ No Recommendation ___
Secondary/K-12 Education Advisor Signature (if applicable) _____	Approve ___ Deny ___ No Recommendation ___

<i>For Office Use Only:</i>		
Cumulative GPA: _____	Major GPA: _____	Minor GPA: _____
TAP/ACT/SAT Results: _____	Content Test Results: _____	
SRA ___	Field, Clinical, Intern ___	Dean’s Office ___
Licensure Officer Signature _____	Date _____	

APPENDIX B

Grading Rubrics for Reflective Paper #1

	Does Not Meet (1)	Meets (2)	Exceeds (3)
Teaching as a Career	Failed to specify sufficient or relevant reason(s) for selecting teaching as a career.	Clearly specified and discussed sufficient and relevant reason(s) for selecting teaching as a career.	Contained a well-defined and in-depth discussion of reason(s) for selecting teaching as a career.
Examples (1-2) of Experiences Working with Students/Children	Failed to provide specific or appropriate example(s) of working with students/children and/or an adequate discussion of what was learned about teaching and learning from the experience(s).	Provided appropriate and sufficient example(s) of working with students/children and an adequate discussion of what was learned about teaching and learning from the experience(s).	Provided highly relevant example(s) of experiences working with students/children and an insightful discussion of what was learned about teaching and learning from the experience(s).
Dispositions – Examples Needing Improvement	Failed to identify and/or discuss one example for EACH of the 4 TEP dispositions.	Identified and adequately discussed at least one example for EACH of the 4 TEP dispositions.	Provided a detailed and thoughtful discussion of at least one example for EACH of the 4 TEP dispositions.
Improvement Plan for Dispositions	Failed to describe an adequate or relevant plan to improve upon EACH of the 4 TEP dispositions.	Described a clear and appropriate plan to improve upon EACH of the 4 TEP dispositions.	Described a detailed and thoughtful plan to improve upon EACH of the 4 TEP dispositions.
Organization of Content	Content lacks logical organization and is difficult to follow.	Content is sufficiently organized, cohesive, and coherent within each section.	Content is well organized, cohesive, and coherent throughout the paper.
Spelling, Grammar, Sentence Structure, and Writing Mechanics	Paper is not written well; it contains excessive errors in spelling, punctuation, and/or grammar. Common errors include incomplete sentences, sentence fragments, run-on sentences, comma splices, noun/pronoun disagreement, incorrect word forms, etc.	Paper is written well; it contains appropriate paragraphing, complete sentences, and no or few errors in spelling, punctuation, or grammar.	Paper is exceptionally well written; it contains no mechanical, spelling, or grammatical errors and includes a variety of sentence structures.