



UIC University of Illinois
at Chicago

Council on Teacher Education

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Safety and Technical Standards: Acknowledgement of Capacity for Professional Education and Social Work

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

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

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

Criteria: Candidates earning certification from UIC professional education and school social work programs must be able to meet the requirements of the program and must not pose a threat to the safety and well-being of their colleagues, students and their families, faculty, staff, or themselves. Therefore, the CTE has determined that students must have the capacity to perform the essential functions listed in Sections I through IV below.

I. PHYSICAL CAPACITY

With or without reasonable accommodation, a candidate must have sufficient stamina, sense of vision, hearing, and touch to:

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

II. INTELLECTUAL REASONING

With or without reasonable accommodation, a candidate must have sufficient conceptual, integrative, and quantitative abilities and skills to:

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

III. DISPOSITIONS

With or without reasonable accommodation, a candidate must have sufficient disposition to:

- A. Commit to the democratic ideal of developing all students' potential; demonstrate dedication and personal investment in meeting students' needs.
- B. Seek remedies to educational inequalities, take appropriate action, and motivate students to do the same; strive to meet the challenges of inequality brought about by race, social class, language, gender, sexual orientation, health, disability, and other social categories.
- C. Recognize and makes use of the human and cultural resources of local communities; demonstrate cultural awareness and competence.
- D. Create collaborative environments that foster mutual learning and growth: interact positively and energetically with students, families, colleagues, and community members to support common goals.

- E. Critically reflect on all aspects of professional practice; engage in self-assessment and pursue opportunities for further development as knowledgeable, skilled, and ethical professionals; accept constructive criticism in a professional manner.
- F. Continually seek and critically examine knowledge, understand and respect different and competing perspectives within and across knowledge domains, and question assumptions about what is known; demonstrate the ability to understand, think critically, and exhibit open-mindedness about what is known.
- G. Respect the complexities of educational practice; demonstrate adaptability, flexibility, initiative, resourcefulness, and risk-taking.
- H. Display and model maturity through the qualities of compassion, justice, empathy, integrity, responsibility, and engagement, and demonstrate the emotional capacity to engage in the varying demands of the educator's job; meet responsibilities on time, resolve difficulties skillfully and fairly, remain positive, treat others with kindness and understanding, and show an eagerness for school social work practice.

IV. COMMUNICATION

With or without reasonable accommodation, a candidate must have sufficient verbal and written communication skills to:

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

UIC and the CTE are committed to the principle of diversity. The Minimum admissions criteria are published and any qualified individual is welcome to apply. UIC and the CTE comply with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act. If an applicant discloses that he/she believes he/she has a disability for which he/she wishes reasonable accommodations during the admissions process, the applicant must provide documentation of the disability to the UIC Office of Disability Services (ODS). ODS will first determine whether or not that individual has a disability as defined by law. If such a disability exists, ODS will explore whether a reasonable accommodation can be made in relation thereto. Admitted students who believe they have a disability may, upon admission, seek the services of ODS. Again, ODS will first determine whether a disability exists. Next, it will investigate whether the student is otherwise qualified for the program. Finally, it will decide whether a reasonable accommodation can be made. Every student must be able to perform the essential functions of the educational program, with or without reasonable accommodations. Any questions regarding the policies outlined hereinabove should be directed to the Office of Disability Services. ODS may work with the Associate Dean of Student Affairs for the College in which teacher education is housed to ensure that the candidates' requests for services related to a claim of disability are given full consideration.

Records created and/or submitted in relation to this document will be maintained in accordance with the UIC Student Records Policy and all other applicable policies and laws.

Certification: (Applicant please read and sign)

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

Applicant's Name (Please Print Legibly)

Applicant's program

Applicant's UIN Number

Applicant's Signature

Date

(Student Copy)

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