

## **The Fitness to Teach Criteria for Program in Visual Impairment** (Adapted from the College of Education's Fitness to Teach Criteria)

Program Web Site: <http://uacoe.arizona.edu/vi/index.htm>

The Fitness to Teach criteria were developed by the College of Education at the University of Arizona and were adapted to apply to all people planning to be certified to teach visually impaired children.

All students in The University of Arizona Teacher Preparation in Visual Impairment are expected to demonstrate that they are prepared to teach children and youth. This preparation results from the combination of successful completion of University coursework and the demonstration of important human characteristics and dispositions which teachers should possess. All students preparing to be teachers of children with visual impairments are screened throughout their programs according to the criteria below. If all criteria are not met, students may be denied the opportunity to complete coursework and/or internship. Without successful completion of internship, the University does not recommend students for Arizona teacher certification.

### 1. Academic Achievement:

Graduate students must maintain a minimum 3.0 GPA.

### 2. Human Characteristics and Dispositions

#### a. Personal and Professional Behavior

- Teachers must demonstrate positive personal hygiene habits.
- Teachers must dress appropriately for their professional contexts.
- Teachers must be on time for scheduled educational classes and events.
- Teachers must demonstrate the personal interactive attributes that are required for successful professional teaching. These attributes include openness to innovative ways of teaching, the ability to accept and act upon reasonable criticism, enthusiasm for working with colleagues, the ability to understand others' perspectives about teaching, the ability to separate personal and professional issues, a display of a positive attitude toward colleagues and students, a disposition to act always for the benefit of students, and a perspective on teaching and learning that embraces ethnic, cultural, and developmental diversity.

## b. Cultural and Social Attitudes and Behavior

- Teachers must exhibit respect for peers, colleagues, and students both in oral and written communication.
- Teachers must be willing to look beyond self in their interactions with others and to respect differences of race, ethnicity, social class, national allegiance, and cultural heritage.
- Teachers must be able to work productively and efficiently with their peers and colleagues.
- Teachers must be able to speak in a manner appropriate to the context of the classroom.
- Teachers must demonstrate positive social skills in professional and social interactions with peers, colleagues, and students.

## 3. Cognitive Dispositions

- Teachers must think analytically about educational issues.
- Teachers must be thoughtfully reflective about their own practice.
- Teachers must be flexible, open to new ideas, and willing and able to modify their beliefs and practices.
- Teachers must question and test their assumptions about teaching and schooling.
- Persons with disabilities, who, with or without reasonable accommodation, are able to complete the essential requirements of the program will not be discriminated against because of their disabilities. Information concerning the accommodation policy can be obtained from the Disability Resource Center at the University of Arizona.

## 4. Practical Skills

- Teachers must be able to access printed or brailled written information while conducting instructional activities.
- Teachers must travel independently and supervise safe travel of others in educational settings.

## Procedural Information

1. A faculty member or instructor with a concern will complete the *Fitness to Teach Concern Form*.
2. The faculty member or instructor will schedule a meeting with the student to review the *Fitness to Teach Concern Form* and discuss the concern(s) with the student.
3. The student will be provided a copy of the signed form and the original will be placed in the student's file.
4. If multiple forms are completed the student and faculty will meet to develop a remediation plan, if appropriate. Alternatively the student may be terminated from the program if faculty members do not feel remediation is possible.

**The Fitness to Teach Criteria for Program in Visual Impairment**

**CONCERN FORM**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Member / Instructor: \_\_\_\_\_

Course(s): \_\_\_\_\_

Description of the concern(s):

---

---

---

---

---

---

---

---

Meeting Held between: \_\_\_\_\_ and \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

Comments:

---

---

---

---

---

---

---

---

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty/Instructor Signature: \_\_\_\_\_