

# UT Tyler School of Education

## Graduate Instructional Notification & PIP Initiation Form

**Purpose:** This form serves as the primary tool for identifying and remediating professional disposition concerns. It documents the progression from an informal faculty discussion to a formal committee review.

### Part 1: Student & Program Information

- **Student Name:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_ **Date:** \_\_\_\_\_
- **Major/Program:** \_\_\_\_\_ **Phase:** \_\_\_\_\_
- **Faculty Initiating Form:** \_\_\_\_\_ **Course Name/Number:** \_\_\_\_\_

### Part 2: Area(s) Identified for Improvement

Check all that apply based on Professional Dispositions:

DISPOSITION	AREAS OF CONCERN	COMMENTS
<b>Advanced Responsibility and Accountability</b>		
<ul style="list-style-type: none"> <li>• <b>Ethical Leadership:</b> Adheres to the UT Tyler Honesty Code, the Code of Ethics, and Standard Practices for Texas Educators as a model for the profession.</li> </ul>	<input type="radio"/>	
<ul style="list-style-type: none"> <li>• <b>Academic Integrity &amp; AI:</b> Demonstrates advanced academic honesty in research and practice, adhering strictly to the ethical use of AI as defined by university policy and graduate-level syllabi.</li> </ul>	<input type="radio"/>	
<ul style="list-style-type: none"> <li>• <b>Professional Reliability:</b> Maintains an appropriate digital footprint and serves as a dependable, prepared leader in both academic and professional settings.</li> </ul>	<input type="radio"/>	
<ul style="list-style-type: none"> <li>• <b>Confidentiality &amp; Data Protection:</b> Rigorously maintains the confidentiality of student, family, and</li> </ul>	<input type="radio"/>	

staff information, understanding the legal implications of data privacy in advanced practice.		
<ul style="list-style-type: none"> <li>• <b>Responsiveness:</b> Proactively seeks and applies constructive feedback to refine professional practice and leadership skills.</li> </ul>	<b>O</b>	
<b>Excellence in Professional Communication and Collaboration</b>		
<ul style="list-style-type: none"> <li>• <b>Collaborative Leadership:</b> Leads and contributes meaningfully to group efforts, fostering an environment where multiple perspectives are valued and respected.</li> </ul>	<b>O</b>	
<ul style="list-style-type: none"> <li>• <b>Advanced Communication:</b> Employs sophisticated oral and written communication that is objective, respectful, and tailored for varied professional audiences.</li> </ul>	<b>O</b>	
<ul style="list-style-type: none"> <li>• <b>Conflict Resolution:</b> Demonstrates maturity and sound judgment by using effective conflict-resolution strategies and maintaining emotional control in challenging situations.</li> </ul>	<b>O</b>	
<ul style="list-style-type: none"> <li>• <b>Relational Integrity:</b> Develops and sustains professional workplace relationships characterized by integrity and mutual respect.</li> </ul>	<b>O</b>	
<b>Commitment to Specialized Practice and Continuous Improvement</b>		
<ul style="list-style-type: none"> <li>• <b>Evidence-Based Practice:</b> Applies instructional strategies and leadership decisions aligned with established best practices and current educational research.</li> </ul>	<b>O</b>	
<p><b>Mastery of Content &amp; Standards:</b> Demonstrates an expert-level understanding of subject-area knowledge and state curriculum standards, such as TEKS and ELPS.</p>	<b>O</b>	
<ul style="list-style-type: none"> <li>• <b>Advocacy for Learning:</b> Maintains high expectations for all students and designs structured environments that</li> </ul>	<b>O</b>	

support varied academic and developmental needs.		
<b>Reflective Scholarship:</b> Regularly engages in reflection to identify areas for instructional growth and pursues professional learning to address systemic educational challenges.	<b>O</b>	

**Summary of Concerns:** (Briefly describe specific behaviors or incidents)

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### Part 3: Faculty-Student Initial Meeting (Informal Advisement)

**Recommended Actions for Improvement:** (Immediate steps for the student to take)

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**Signatures of Initial Meeting:** By signing, the student acknowledges the discussion took place. Issues persisting beyond this meeting may trigger a formal Professional Improvement Plan (PIP).

- **Faculty Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_
- **Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Part 4: Committee Review & PIP Initiation (To be completed if issue persists)

If behavior does not improve, this form is submitted to the Committee on Students. If the candidate does not agree with the PIP, they have the right to appeal their case to the SOE Director.

- **Date Submitted to Committee:** \_\_\_\_\_
- **Committee/SOE Director Recommendation:** [ ] Proceed to PIP [ ] Appeal Granted
- **Notify Dean of Students Date:** \_\_\_\_\_

### Final PIP Development & Approval:

This section confirms the development of a formal remediation plan with specific goals and strategies.

Goals and Objectives	Strategies (Actions/Activities)	Completion Dates	
		Anticipated	Actual

I understand that failure to satisfactorily complete this PIP may result in being removed from the School of Education program. I acknowledge that this plan will be shared with the Dean of Students for administrative record.

- **Student Signature (Acknowledging PIP):** \_\_\_\_\_ **Date:** \_\_\_\_\_
- **Committee on Students Chair Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_
- **SOE Director Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_
- **Dean of Students (Acknowledgement of Receipt) Date:** \_\_\_\_\_

**Part 5: Follow-Up & Resolution**

- **Follow-Up Meeting Date:** \_\_\_\_\_
- **PIP Satisfactorily Completed:** [ ] Yes [ ] No
- **Final Notes:**

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