



Disposition Status Report

			Candidate is (check one):
Candidate	Z ID	Date	<input type="checkbox"/> in a non-education course
Reviewer	Signature		<input type="checkbox"/> in a methods course
Course	Semester		<input type="checkbox"/> a Clinical Student
			<input type="checkbox"/> a Student Teacher

I have met with the candidate to discuss my concerns
 I have not met with the candidate to discuss my concerns

Please use this form in combination with the “College of Liberal Arts & Sciences Dispositions Rubric” which is included on the following pages for your convenience.

Please print and submit only this page of the document. The rubric is attached only for your reference.

Please indicate whether each dispositions area is acceptable or not by writing “Yes” or “No” in the “Acceptable” column. For any areas marked “No”, please indicate which area(s) (A-H) is of concern.

Marking an “alert,” especially early in a preservice teacher’s program is intended to help faculty provide appropriate guidance and remediation. Please be aware that some of the indicators under each of the seven dispositions are more appropriate for classroom instructors, others are more appropriate for cooperating teachers who are working with a student near the end of his or her program. As you evaluate dispositions, please consider the developmental level of the student (beginning, intermediate, advanced) and only check an alert(s) if it is an issue you feel the program needs to address. Thank you.

Disposition	Acceptable	Area of Alert							
	(Yes or No)	A	B	C	D	E	F	G	H
Caring									
Collaboration									
Creative and Critical Thinking									
Lifelong Learning and Scholarship									
Diversity									
Professionalism									

Please write a brief narrative below explaining the reason(s) for any alert(s). Please use an additional page if necessary.

College of Liberal Arts & Sciences Dispositions Rubric

CARING

ACCEPTABLE	ALERT
A) The preservice teacher consistently demonstrates consideration and respect for others (peers, discipline coordinator, advisor, supervisor, other NIU faculty, K-12 teachers, administrators, parents, and K-12 students). <i>IPTS 8J, 9I</i>	A) The preservice teacher makes written or oral comments that are judgmental or denigrating of others.
B) The preservice teacher consistently demonstrates a liking for and understanding of adolescents. <i>IPTS 9I</i>	B) The preservice teacher makes written or oral comments showing a dislike for typical adolescent behaviors and/or shows a lack of understanding of adolescent interests, needs, and behaviors.
C) The preservice teacher demonstrates concern for the social and academic progress of each student. <i>IPTS 1H, 9I</i>	C) The preservice teacher ignores or provides inappropriate responses to the social and academic needs of individual students or groups of students.
D) The preservice teacher provides positive feedback to others, and when constructive criticism is required, presents it in a helpful manner. <i>IPTS 9I</i>	D) The preservice teacher is harshly critical when providing feedback to others.
E) The preservice teacher demonstrates empathy and compassion and responds with sensitivity in interactions with students. <i>IPTS 9I</i>	E) The preservice teacher becomes overly involved in the problems of others or appears unapproachable or dismissive of student concerns.
F) The preservice teacher demonstrates patience in interactions with peers, students, and educational professionals. <i>IPTS 8J, 9I</i>	F) The preservice teacher is impatient with peers, educational professionals, or with students.
G) The preservice teacher demonstrates integrity by maintaining confidentiality and by modeling and inspiring personal and academic honesty, trustworthiness, fairness, and truthfulness. <i>IPTS 9I</i>	G) The preservice teacher gossips about students, faculty, or administrators; or allows unauthorized others access to student information; or demonstrates a lack of personal and academic honesty, trustworthiness, fairness, and truthfulness.

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COLLABORATION

ACCEPTABLE	ALERT
A) The preservice teacher demonstrates a generally positive attitude toward working with others. <i>IPTS 8B</i>	A) The preservice teacher says he or she prefers to work alone, avoids opportunities to work with other students, or complains frequently about partners or group members; avoids requesting or accepting assistance by instructors, cooperating teachers, or university supervisor.
B) The preservice teacher demonstrates the ability to work effectively with colleagues in small groups. <i>IPTS 8F, 8J</i>	B) The preservice teacher takes over group projects or sits back and lets others do most of the work.
C) The preservice teacher demonstrates effective interpersonal skills with peers, NIU faculty and staff, and/or with teachers, parents, and the wider community of the public schools. <i>IPTS 8A, 8D, 8E, 8P</i>	C) The preservice teacher is unusually reticent, has difficulty sustaining eye contact, makes inappropriate comments, or does not listen to others.
D) The preservice teacher demonstrates effective and appropriate leadership. <i>IPTS 9E, 9I</i>	D) The preservice teacher avoids leadership or leads others in an inappropriate direction.
E) The preservice teacher demonstrates willingness to accept constructive criticism from faculty cooperating teachers, university supervisors, and peers and to incorporate those suggestions. <i>IPTS 8B, 8F, 8J</i>	E) The preservice teacher reacts negatively to constructive criticism from faculty, cooperating teachers, university supervisors, and peers and does not incorporate appropriate suggestions.
F) The preservice teacher demonstrates the ability to collaborate with a variety of personality types. <i>IPTS 8B, 8J</i>	F) The preservice teacher collaborates only with close friends or with others who are similar to the preservice teacher.
G) The preservice teacher demonstrates the ability to be assertive, but not aggressive, when expressing opinions or ideas. <i>IPTS 8B, 8J</i>	G) The preservice teacher does not express opinions or intentions to others when it is appropriate to do so or becomes confrontational when expressing opinions or ideas.
H) The preservice teacher demonstrates the ability to collaborate with other teachers to provide appropriate interventions for individual students and for groups of students. <i>IPTS 8F, 8K, 8L, 8O</i>	H) The preservice teacher is not willing to collaborate with other teachers to provide appropriate interventions for individual students and for groups of students.

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CREATIVE AND CRITICAL THINKING

ACCEPTABLE	ALERT
A) The preservice teacher shows creativity in written work and lesson planning; the preservice teacher is capable of original thought. <i>IPTS 2M</i>	A) The majority of the preservice teacher’s written work, oral presentations, and/or lesson plans lack evidence of personal creativity or original thinking and do not engage their intended recipients.
B) The preservice teacher is reflective—written and oral work shows the ability to understand and evaluate texts, situations, and self, seeing implications, connections, and possible consequences of events and behaviors; the preservice teacher is able to use insights gained through reflection to plan for the future. <i>IPTS 2I, 2P</i>	B) The preservice teacher summarizes texts or events or describes own actions without demonstrating insight into their meaning or their effect on others.
C) The preservice teacher shows the ability to identify, analyze, prioritize, and propose appropriate solutions to academic and behavioral problems. <i>IPTS 4E, 4G, 5H</i>	C) The preservice teacher is unable to identify problems and potential solutions.
D) The preservice teacher shows the ability to accept and/or model multiple perspectives on issues; the preservice teacher encourages creative and critical thinking among students by listening to new ideas and generating possibilities. <i>IPTS 2J, 2K, 9H</i>	D) The preservice teacher displays the belief that only certain perspectives are acceptable.
E) The preservice teacher demonstrates the ability to design lessons that encourage students to engage in genuine inquiry and to analyze and develop solutions to problems. <i>IPTS 2C</i>	E) The preservice teacher develops only lessons that do not foster genuine inquiry or that do not encourage students to engage in meaningful problem-solving.
F) The preservice teacher demonstrates ability to create lessons that meet the needs of students. <i>IPTS 2M, 2P, 3A, 3C, 3D, 3M, 4P, 5M</i>	F) The preservice teacher creates lessons that are too simple, too complex, too general, or otherwise not designed to meet the needs of the students for whom they are intended.

College of Liberal Arts & Sciences Dispositions Rubric

LIFELONG LEARNING AND SCHOLARSHIP

ACCEPTABLE	ALERT
A) The preservice teacher demonstrates a genuine love of the discipline by approaching opportunities to engage with ideas, texts, and materials with enthusiasm and by speaking positively about personal learning experiences. <i>IPTS 9E, 9H, 9I, 9O</i>	A) The preservice teacher avoids opportunities to engage deeply with the subject matter and may speak negatively about intellectual effort.
B) The preservice teacher demonstrates intellectual curiosity and possesses the ability to stimulate curiosity in others. <i>IPTS 9E, 9H, 9I</i>	B) The preservice teacher does only the minimum that is required, does not enjoy exploring complex ideas and issues, shows little enthusiasm for discovering new ideas.
C) The preservice teacher demonstrates willingness to take risks in order to grow intellectually and professionally. <i>IPTS 9K</i>	C) The preservice teacher avoids experimenting with methods or materials that are unfamiliar.
D) The preservice teacher demonstrates willingness to explore current research and to develop lessons based on this research; or the preservice teacher demonstrates willingness to do the necessary research to answer students' questions. <i>IPTS 2F, 2I, 9H</i>	D) The preservice teacher does not explore current research and does not base lessons on current research; or the preservice teacher does not show willingness to do the necessary research to answer students' questions.
E) The preservice teacher demonstrates a willingness to participate in professional organizations and learning opportunities. <i>IPTS 9P</i>	E) The preservice teacher refuses to participate in learning opportunities outside the classroom.
F) The preservice teacher engages in higher order thinking and encourages such thinking in students. <i>IPTS 1B, 2K</i>	F) The preservice teacher limits himself or herself to basic concepts and does not engage self or students in higher order thinking.
G. The preservice teacher uses data to make instructional decisions. <i>IPTS 3D, 3G, 3J, 5G, 5H, 5P, 6J, 7G</i>	G. The preservice teacher does not use data or does not interpret data accurately in order to make instructional decisions.

College of Liberal Arts & Sciences Dispositions Rubric

DIVERSITY

ACCEPTABLE	ALERT
A) The preservice teacher interacts respectfully with diverse peers, students, instructors. <i>IPTS 1A</i>	A) The preservice teacher demonstrates disrespect toward diverse peers, students, or instructors.
B) The preservice teacher demonstrates sensitivity and respect for diversity in terms of race/ethnicity, sexual orientation, physical/mental ability, age, and religion. <i>IPTS 1A</i>	B) The preservice teacher makes written or oral statements indicating that he or she does not see value in certain beliefs, behaviors, traditions, races, cultures, sexual orientations, or religions.
C) The preservice teacher demonstrates understanding of diverse learning styles and uses multiple strategies and applies modifications to address the needs of all learners. <i>IPTS 1A, 1B, 1J</i>	C) The preservice teacher makes written or oral statements indicating a belief that all students should be able to learn and demonstrate learning only in specific ways.
D) The preservice teacher demonstrates an ability to assess individual student needs and apply effective instructional strategies. <i>IPTS 1B, 1C, 1H</i>	D) The preservice teacher designs informal and formal assessments that do not assess individual learners and/or that are not used to determine appropriate subsequent instruction.
E) The preservice teacher demonstrates willingness to include students' interests and experiences in lesson plans. <i>IPTS 1H, 1I, 1L</i>	E) The preservice teacher does not show an awareness of student interests and experiences or does not use them to encourage student engagement with a lesson.
F) The preservice teacher demonstrates a belief that every student is capable of learning and demonstrates inclusive practices. <i>IPTS 1D, 1H, 1J</i>	F) The preservice teacher makes written or oral statements indicating that he or she believes some students cannot be successful in school or indicates that he or she prefers not to teach certain individuals or groups of students or prefers to work with certain types of students.

College of Liberal Arts & Sciences Dispositions Rubric

PROFESSIONALISM

ACCEPTABLE	ALERT
A) The preservice teacher demonstrates a public persona that is suitable for a middle or high school classroom—voice, demeanor, movement, dress, and cleanliness are appropriate and indicate enthusiasm for being in the classroom. <i>IPTS 9A, 9G, 9H, 9I, 9T</i>	A) The preservice teacher demonstrates one or more of the following characteristics: does not speak clearly, coherently, correctly, or with sufficient volume; does not communicate enthusiasm for teaching and/or for the material being presented; does not maintain professional grooming.
B) The preservice teacher demonstrates a positive attitude toward teaching and/or learning and contributes to creating a positive learning environment. <i>IPTS 9E</i>	B) The preservice teacher makes negative comments about learning, teaching, or the professional expectations for teachers, or the preservice teacher behaves in a way that makes it difficult for peers or students to learn.
C) The preservice teacher demonstrates personal organizational ability, is able to keep track of multiple details and responsibilities, is punctual, and meets deadlines, follows guidelines and regulations, completes paperwork accurately and when due. <i>IPTS 3I, 6E, 9I, 9J</i>	C) The preservice teacher often seems overwhelmed and confused, is unable to balance personal and professional responsibilities, and has difficulty keeping track of materials, misses deadlines, does not follow guidelines or regulations, does not complete paperwork accurately and when due, or is chronically late to classes or to appointments.
D) The preservice teacher uses appropriate writing conventions to convey professional content when creating or responding to phone or written messages, including e-mail; the preservice teacher uses a professional-sounding e-mail address and responds promptly and professionally to e-mail, phone messages, and letters. <i>IPTS 6E, 9T, 9I</i>	D) The preservice teacher uses inappropriate writing conventions or unprofessional content when creating or responding to phone or written messages, including e-mail; the preservice teacher uses an unprofessional-sounding e-mail address or does not respond promptly and professionally to e-mail, phone messages, and letters.
E) The preservice teacher shows flexibility, is able to deal with the unexpected and to change plans in response to situations; the preservice teacher demonstrates the ability to respond appropriately to the unexpected and manages stress effectively. <i>IPTS 9I</i>	E) The preservice teacher is unwilling to change plans once they are made, does not see opportunities for changing or modifying lessons as they are presented, panics when the unexpected happens, or does not manage stress effectively.
F) The preservice teacher demonstrates an appropriate and non-threatening sense of humor with students and demonstrates a sense of humor about self and situations. <i>IPTS 9I</i>	F) The preservice teacher shows little sense of humor about self or situations, is sarcastic, or uses humor intentionally to belittle others.