



College of Liberal Arts and Sciences Dispositions Requirement

The public has the clear right to expect that prospective teachers of their children have certain intangible but extremely important attributes. In addition to mastery of subject matter, teaching techniques, and communication and organizational skills, candidates must demonstrate the following personal dispositions: honesty, commitment to the teaching profession and to all students, good judgment, the ability to read behaviors of individuals and to interact appropriately with individuals and groups, good moral character and ability to function as a positive role model for students, the willingness and ability to create and manage an effective learning atmosphere in the classroom and other professional settings, and the ability to work collaboratively with colleagues and others. In addition, candidates should demonstrate the ability to meet the standards of professional behavior traditionally imposed upon teachers by the public and their colleagues. These standards include the ability to maintain confidentiality, to interact with colleagues and others with professionalism and tact, to dress appropriately, and to discharge all professional responsibilities promptly and completely.

Northern Illinois University has grouped these dispositions into the following five broad categories: Caring, Life-long Learning and Scholarship, Creative and Critical Thinking, Collaboration, and Diversity. Candidates in the College of Liberal Arts and Sciences will also be assessed on an additional sixth category: Professionalism.

A teacher candidate's success in meeting these disposition requirements will be assessed throughout the program of preparation through observations of how the candidate copes with the organizational, intellectual, communication, and ethical demands ordinarily inherent in the licensure process. In addition to observations made by the candidate's licensure advisor, information about a candidate's dispositions will be gathered from the candidate's methods instructors in the College of Liberal Arts and Sciences, from ILAS 201 and ILAS 301 small group facilitators, and from teachers and administrators in the candidate's early clinical site placements as well as from student teaching. This information will be supplemented by information received from content course instructors, and from College or University offices. Dispositions will also be evaluated by cooperating teachers, university supervisors, and discipline coordinators as part of the student teaching experience.

Students will be promptly informed in writing of any dispositions concerns, and faculty will work with the student to resolve these concerns. When appropriate, a student may be asked to provide evidence that a disposition concern has been addressed before proceeding in the licensure process.

A student may be asked to withdraw from licensure if efforts to remove a serious disposition concern or concerns have not been successful.



College of Liberal Arts and Sciences Dispositions Status Process

Status levels are assigned based on candidates meeting one or more of the criteria for that level.

Level 1: Acceptable Dispositions: Tier One (Most Students)

- All instructors, cooperating teachers, and advisors report acceptable dispositions on all indicators on the dispositions rubric for the reporting period.

Level 2: Dispositions Alert: Tier Two (Some Students)

- A single instructor reports a rating of “alert” for one or more indicators on the dispositions rubric in a single semester.
- Multiple instructors report a rating of “alert” for a single indicator on the dispositions rubric in a single semester.
- An advisor (or the Discipline Coordinator acting in an advising capacity) reports a rating of “alert” for one or more indicators on the dispositions rubric in a single semester.
- A cooperating teacher voices a disposition concern or notes one or more “alerts” in written evaluation.

Action: Student is notified and counseled. A Dispositions Remediation Plan is put in place by the Discipline Coordinator. A Dispositions Deficiency Report is filed by the Discipline Coordinator.

Level 3: Dispositions Concerns: Tier Three (A Few Students)

- Multiple instructors and/or cooperating teachers report ratings of “alert” for more than one indicator on the dispositions rubric in a single semester.
- Multiple instructors and/or cooperating teachers have reported ratings of “alert” for a single indicator on the dispositions rubric in more than one semester.
- A Level 2 Dispositions Remediation Plan was incomplete or unsatisfactory.
- More than one Dispositions Deficiency Report has been filed.

Action: After meeting with the Discipline Coordinator, the student may, at the discretion of the Discipline Instructor, be required to meet with the program’s Educator Licensure Committee or other appropriate departmental body, and a Dispositions Remediation Plan is put in place by the committee. A Dispositions Deficiency Report is filed by the Discipline Coordinator.

Unacceptable Dispositions (An Occasional Student)

- Multiple Dispositions Rubrics with ratings of “alert” have accumulated over the past semesters.
- A Level 3 development plan was incomplete or unsatisfactory.
- A school has requested that the student be removed.
- A university supervisor has recommended that the student be removed from a school.

Action: Student is removed from the secondary school. Student may be dismissed from the program temporarily or permanently. Student may be reinstated at the discretion of the program if student meets specific, written criteria he or she is given for reinstatement.