Indiana University Northwest  
School of Education  

INITIAL PROGRAM  
Process for Evaluation of Candidate Professional Teaching Dispositions

The Professional Teaching Dispositions adopted by the Indiana University Northwest School of Education promote and support Candidate development of professionalism as outlined in state and national standards. These standards are developed in the SOE Conceptual Framework, incorporated throughout the Initial Program, and are expressed with twelve disposition statements. Candidates (referred to as Interns in the UTEP Program), Cooperating Teachers in the field, and the SOE faculty and staff ascribe to the dispositions, the process for assessing and evaluating the Candidates’ adherence to the dispositions, and their role in the process. The documents used in the evaluation of Candidates’ dispositions are:

- **IUN School of Education Professional Teaching Dispositions**
- **IUN School of Education Professional Teaching Dispositions Acceptance**
- **IUN School of Education Field Cooperating Teacher Assessment Form**
- **IUN Student Form: “Personal Assessment of Teaching Dispositions”**
- **IUN Student Form: “Personal Reflection: Validating Dispositions for Teaching”**

Dissemination of Information

- The **IUN School of Education Professional Teaching Dispositions and IUN School of Education Professional Teaching Dispositions Acceptance** form will be distributed to Candidates in an introductory education course for each Initial Program.

<table>
<thead>
<tr>
<th>TAL</th>
<th>Secondary Education</th>
<th>Graduate Special Education</th>
<th>UTEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>EDUC-F200</td>
<td>EDUC-F200</td>
<td>EDUC-K505</td>
</tr>
</tbody>
</table>

- Candidates will be informed on what the dispositions are, why the SOE adopted the dispositions, when assessment can and will take place, who assesses Candidates’ dispositions, and the process for assessing and evaluating Candidates’ dispositions.
- Candidates will affirm with their signatures that they received, understand, and agree to the **IU Northwest School of Education Professional Teaching Dispositions** and evaluation process.
- This information will be published in documents and on the SOE website and reinforced throughout the program.
- Candidates in courses that include field experience, practicum, or student teaching will be given the **IU Northwest Student Form: “Personal Assessment of Teaching Dispositions,”** and the **IU Northwest Student Form: “Personal Reflection: Validating Dispositions for Teaching”** during the initial meeting. The use of these instruments and the process for assessment will be explained in detail below.
- Cooperating Teachers or Field Supervisors in field experiences will be given the **IU Northwest School of Education Professional Teaching Dispositions and the Field Cooperating Teacher**
Form during the orientation meeting with the Field Seminar Instructor or in their packet of materials prior to or upon Candidates’ arrival in the field experience.

- During Student Teaching, University Supervisors will be given the *IU Northwest School of Education Professional Teaching Dispositions* and the *Field Cooperating Teacher Assessment Form* during a meeting with the Director of Student Teaching. The Director will explain and discuss the dispositions assessment forms and the assessment process. The University Supervisor will meet with each Cooperating Teacher to explain and discuss the dispositions and the assessment process.

Procedure for Processing Field Experience Dispositions Documents

In the Initial Program, Candidates’ dispositions will be evaluated during methods courses, seminars, and related field experiences. This process will occur in three (3) phases.

<table>
<thead>
<tr>
<th>Early Assessment</th>
<th>Secondary Education</th>
<th>Graduate Special Education</th>
<th>UTEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAL</td>
<td>EDUC-M301</td>
<td>EDUC-M301</td>
<td>EDUS-S510</td>
</tr>
<tr>
<td>Midway Assessment</td>
<td>EDUC-M304</td>
<td>EDUC-M304</td>
<td>EDUS-M501</td>
</tr>
<tr>
<td>Final Assessment: Student teaching</td>
<td>EDUC-M425 &amp; EDUC-K480</td>
<td>EDUC-M480</td>
<td>EDUS-M550</td>
</tr>
</tbody>
</table>

**Early and Midway Experiences:**
Prior to the beginning of the related field experience, Methods Instructors will have Candidates complete the *Student Form: “Personal Assessment of Teaching Dispositions.”* The Methods Instructors will review the assessment forms and ask Candidates to create a plan for improvement using the *Student Form: “Personal Reflection: Validating Dispositions for Teaching.”* These evaluation forms and plan for improvements will be placed in the Candidates’ advising files for discussion with advisors.

Midway through the semester, the Cooperating Teachers complete the *Field Cooperating Teacher Assessment Form.* The Cooperating Teacher and the Candidate will conference to discuss the results of the assessment. Copies of the completed forms will be kept in the Candidates’ field experience folder housed in the Office of Student Teaching and Field Placement.

**Final Experiences:**
During the Final Experience, the Candidates will assess their dispositions for teaching midway through the student teaching semester. At the same time, the University Supervisor and the Cooperating Teacher will also assess the Candidate’s demonstration of the dispositions. A final conference will be conducted by the Cooperating Teacher, University Supervisor, and the Candidate at this time to validate growth and achievement in dispositions for teaching. Final copies of the assessment forms and reflections will be included in the Candidate’s professional portfolio and field experience folder.
Procedure for Processing Exemplary Practice and Deficiency Forms

All faculty and staff can initiate the Teacher Education Exemplary Practice and Teacher Education Disposition Deficiency processes. In the case of the generation of an Exemplary Practice form, the faculty or staff who initiates the process meets with the Candidate then submits the completed form to the Candidate’s Advisor. The Advisor will give the form to the Recorder to be filed in the Candidate’s advising folder.

In the case of the generation of a Disposition Deficiency, a meeting will be held with the Candidate and the faculty or staff who initiated the process to complete the form. The Candidate develops a plan to improve the deficiency. The faculty or staff submits the completed Deficiency form to the Candidate’s Advisor within one week of the meeting.

The Advisor must assist the Candidate in understanding the ramifications of continuing deficient behaviors. The Candidate works to improve the deficiency, and the Advisor serves as a mentor in the process, discussing the Candidate’s progress at least during advising sessions. In the event the Advisor initiated the Disposition Deficiency process, the Ombudsperson will work with the Candidate through the process. If the Ombudsperson initiated the Disposition Deficiency process, the Associate Dean will work through the process.

The Advisor checks the Candidate’s advising folder for other forms. If the Candidate has two deficiency forms or the Candidate refuses to sign the Deficiency form or meet with the faculty/staff or Advisor, the Advisor will:

1. determine if the Candidate actually violated the disposition(s),
2. assist the Candidate in understanding the ramifications of continuing the behavior,
3. place the Candidate on probation within the program if necessary, and
4. if necessary, emphasize that the Candidate will be dismissed from the program if he or she receives another deficiency notice.

If a third violation in the dispositions process occurs, the Advisor will initiate a meeting with the Candidate within two weeks of receiving the form. In this meeting, the Advisor will:

1. investigate if the Candidate has continued to violate the disposition(s),
2. assist the Candidate in understanding the ramifications of the behavior, and
3. if necessary, initiate actions to dismiss the Candidate from the program.

The Advisor may initiate action to dismiss when he or she deems necessary if a Candidate is found to have three or more dispositions deficiencies. The decision will be made in a meeting with the Student Procedural Practices Committee.

The Candidate may appeal the decision of the faculty, staff, the Advisor, or the Student Procedural Practices Committee by approaching the Dean of the School of Education. The Candidate must initiate an appointment with the Dean within one week of meeting with the faulty, staff, or Advisor or within one week of receiving notification of the Student Procedural Practices Committee’s determination. The Dean will then meet with the Candidate to hear the appeal. If an appeal is filed, the Dean will convene a faculty panel within ten (10) University business days to hear the appeal. The Candidate may appeal further by following any process outlined in the IUN Student Handbook.
Indiana University Northwest
School of Education

INITIAL PROGRAM
Professional Teaching Dispositions

The successful Candidate:

1. Attends regularly, is punctual, has a professional appearance, and conducts him or herself professionally with students, peers, parents, and all P-12 and University personnel.
2. Uses knowledge of students’ family and community to connect learning to the students’ world.
3. Believes all students can learn and differentiates instruction so that all students do learn.
4. Aligns instruction with state and professional standards.
5. Organizes instruction to engage students in active learning.
6. Expresses ideas clearly and appropriately both verbally and in writing.
7. Uses multiple teaching approaches and technology.
8. Uses positive approaches to teach students’ self-discipline and responsibility; treats all students with respect and care.
9. Treats all people fairly, equitably, and with dignity and respect.
10. Cooperates in the classroom and throughout the school and community.
11. Monitors students’ progress carefully, regularly, and in multiple ways, and reports that progress clearly and systematically, while making needed adjustments.
12. Demonstrates commitment to teaching by receiving and acting upon constructive criticism.
Examples of candidates’ behaviors that exemplify dispositions

**Responsible and Appropriate Class Behavior**
- Meets obligations/deadlines with promptness
- Plans ahead
- Follow procedures, rules, and directions
- Solicits exceptions only under legitimate circumstances
- Submits work that reflects quality
- Demonstrates use of evidence to support positions
- Recognizes the importance of class/field attendance
- Comes to class prepared and on time
- Demonstrates self-efficacy and pro-activity
- Demonstrates accountability and reliability
- Demonstrate a commitment to teaching
- Participates in class discussion with respect
- Demonstrates respect for learning
- Demonstrates respect and seriousness for learning
- Demonstrates honesty with no cheating or plagiarism

**Professional Behavior**
- Demonstrates effective interpersonal skills
- Functions effectively in a variety of group roles
- Solicits and considers alternative views
- Collaborates with others on professional level
- Demonstrates honesty and integrity to self and others
- Demonstrates moral excellence and trustworthiness
- Is reflective when making decisions
- Demonstrates the flexibility to accept and adapt to change

**Social and Emotional Well-being**
- Analyzes and takes responsibility for own behavior
- Accepts constructive criticism positively
- Exhibits respect for others
- Demonstrates ability to learn from both success and failure
- Adjusts emotional state to professional level of expression
School of Educational Conceptual Framework Outcomes and Disposition Statements:

Key: Reflective Professional Model (Agents of Change)

CS = Communication Skills  HOT = Higher Order Thinking Skills  IT = Instructional Media & Media  LD = Learning & Development  SCD = School, Culture, & Diversity  IDD = Instructional Design & Delivery  CM = Classroom Management  AE = Assessment & Evaluation  PD = Professional Development

<table>
<thead>
<tr>
<th>DISPOSITION</th>
<th>CS</th>
<th>HOT</th>
<th>IT</th>
<th>LD</th>
<th>SCD</th>
<th>IDD</th>
<th>CM</th>
<th>AE</th>
<th>PD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attends regularly, is punctual, has a professional appearance, and conducts him or herself professionally with students, peers, parents, and all P-12 and University personnel.</td>
<td>X</td>
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</tr>
<tr>
<td>2. Uses knowledge of students’ family and community to connect learning to the students’ world.</td>
<td></td>
<td>X</td>
<td>X</td>
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<td>3. Believes all students can learn and differentiates instruction so that all students do learn.</td>
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<td>X</td>
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<tr>
<td>4. Aligns instruction with state and professional standards.</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>5. Organizes instruction to engage students in active learning.</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>6. Expresses ideas clearly and appropriately both verbally and in writing.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>7. Uses multiple teaching approaches and technology.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>8. Uses positive approaches to teach students’ self-discipline and responsibility; treats all students with respect and care.</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>9. Treats all people fairly, equitably, and with dignity and respect.</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>10. Cooperates in the classroom and throughout the school and community.</td>
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<td>X</td>
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<tr>
<td>11. Monitors students’ progress carefully, regularly, and in multiple ways, and reports that progress clearly and systematically, while making needed adjustments.</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>12. Demonstrates commitment to teaching by receiving and acting upon constructive criticism.</td>
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<td>X</td>
<td>X</td>
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</tbody>
</table>
Indiana University Northwest
School of Education

INITIAL PROGRAM
Professional Teaching Dispositions Acceptance

The Professional Teaching Dispositions adopted by the Indiana University Northwest School of Education promote and support Candidate development of professionalism as outlined in state and national standards. These standards are developed in the SOE Conceptual Framework, incorporated throughout the Initial Program, and are expressed with twelve disposition statements.

I have been informed on what the dispositions are, why the SOE adopted the dispositions, when assessment can and will take place, who assesses Candidates’ dispositions, and the process for assessing and evaluating Candidates’ dispositions.

My signature affirms that I received, understand, and agree to the Indiana University Northwest School of Education Professional Teaching Dispositions and evaluation process.

__________________________________________
Printed Name

__________________________________________    ______________
Signature                                          Date

__________________________________________
Course
FIELD COOPERATING TEACHER ASSESSMENT FORM
INITIAL PROGRAM

Please rate the extent to which you observe that your IUN teacher Candidate demonstrates or evidences value for each of the professional behaviors stated below. Circle the number that best represents, from lowest to highest, the amount of evidence the student demonstrates. Use the space below each behavior (or on the back) to make any comments about the student and that disposition. All 0 and 4 ratings must be supported with comments.

The Candidate:

1. Attends regularly, is punctual, has a professional appearance, and conducts him or herself professionally with students, peers, parents, and all P-12 and University personnel.

2. Uses knowledge of students’ family and community to connect learning to the students’ world.

3. Believes all students can learn and differentiates instruction so that all students do learn.

4. Aligns instruction with state and professional standards.

5. Organizes instruction to engage students in active learning.

6. Expresses ideas clearly and appropriately both verbally and in writing.

7. Uses multiple teaching approaches and technology.

8. Uses positive approaches to teach students’ self-discipline and responsibility; treats all students with respect and care.

9. Treats all people fairly, equitably, and with dignity and respect.

10. Cooperates in the classroom and throughout the school and community.

11. Monitors students’ progress carefully, regularly, and in multiple ways, and reports that progress clearly and systematically, while making needed adjustments.

12. Demonstrates commitment to teaching by receiving and acting upon constructive criticism.

Please use the reverse side to write additional comments.
IUN STUDENT ASSESSMENT FORM
INITIAL PROGRAM
“Personal Assessment of Teaching Dispositions”

Please rate how much you value each of the professional behaviors stated below. Circle the number that best represents, from “Not Important” to “Very Important,” how much you value each disposition. Use the space below each behavior (or on the back) to make comments about that disposition. All 0 and 4 ratings must be supported with comments.

<table>
<thead>
<tr>
<th>VALUE RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT IMPORTANT</td>
</tr>
</tbody>
</table>

I rate the value of each of the following professional dispositions:
Please use the reverse side to write additional comments.

| 1. | Attends regularly, is punctual, has a professional appearance, and conducts him or herself professionally with students, peers, parents, and administrators. | 4 |
| 2. | Uses knowledge of students’ family and community to connect learning to the students’ world. | 4 |
| 3. | Provides a quality education to all children and youth; believes all students can learn. | 4 |
| 4. | Aligns instruction with state and professional standards. | 4 |
| 5. | Is organized and prepared and engages learners in the learning process through multiple teaching approaches and technology. | 4 |
| 6. | Uses verbal and non-verbal communication to express ideas clearly and respectfully. | 4 |
| 7. | Employs diverse approaches, technology, and knowledge of multiple intelligences in teaching and assessing urban students. | 4 |
| 8. | Uses positive approaches to teach students’ self-discipline and responsibility; treats all students with respect and care. | 4 |
| 9. | Creates a learning environment that utilizes invitational and multicultural theories of practice to accommodate individual uniqueness and the implications of race, class and gender on learning. | 4 |
| 10. | Treats all people fairly, equitably, and with dignity and respect. | 4 |
| 11. | Facilitates a “cooperative spirit” in students by using cooperative learning strategies to invite learning potential in an atmosphere of cooperation and collaboration. | 4 |
| 12. | Monitors students’ progress carefully, regularly, and creatively, and reports that progress clearly and systematically, while making needed adjustments. | 4 |
| 13. | Engages in professional development and welcomes constructive criticism and suggestions. | 4 |
| 14. | Demonstrates the enthusiasm and commitment of a “star” urban teacher in their interactions with students, parents, and others in the community. | 4 |
## IUN Student Reflection Form

### Initial Program

**“Personal Reflection: Validating Dispositions For Teaching”**

<table>
<thead>
<tr>
<th>Disposition</th>
<th>How I demonstrate this disposition</th>
<th>How I could develop this disposition more</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attends regularly, is punctual, has a professional appearance, and conducts him or herself professionally with students, peers, parents, and all P-12 and University personnel.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Uses knowledge of students’ family and community to connect learning to the students’ world.</td>
<td></td>
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<tr>
<td>3. Believes all students can learn and differentiates instruction so that all students do learn.</td>
<td></td>
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<tr>
<td>4. Aligns instruction with state and professional standards.</td>
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<tr>
<td>5. Organizes instruction to engage students in active learning.</td>
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<td>6. Expresses ideas clearly and appropriately both verbally and in writing.</td>
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<tr>
<td>7. Uses multiple teaching approaches and technology.</td>
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<td>8. Uses positive approaches to teach students’ self-discipline and responsibility; treats all students with respect and care.</td>
<td></td>
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<tr>
<td>9. Treats all people fairly, equitably, and with dignity and respect.</td>
<td></td>
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<tr>
<td>10. Cooperates in the classroom and throughout the school and community.</td>
<td></td>
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<td>11. Monitors students’ progress carefully, regularly, and in multiple ways, and reports that progress clearly and systematically, while making needed adjustments.</td>
<td></td>
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</tr>
<tr>
<td>12. Demonstrates commitment to teaching by receiving and acting upon constructive criticism.</td>
<td></td>
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</tr>
</tbody>
</table>
This form is to be used only in the situation where faculty or staff in the School of Education observes a Candidate exhibiting exemplary practice of one of the twelve dispositions expressed in the Professional Teaching Disposition statements.

Please complete the form entirely and submit to the Advisor after discussion with the Candidate. The Advisor will then give the form to the Recorder to be placed in the Candidate’s advising file.

Candidate Name ___________________________ Advisor Name ___________________________

Disposition _______________________________________________________________________

In the following area, please explain the context in which the situation occurred (e.g. course number or name, where occurred, specifically what transpired, date) and in relation to the specific disposition.

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

School of Education Faculty/Staff __________ Date __________ Candidate Signature ___________

One copy of this form is given to the Candidate and another placed in his or her advising file by the Recorder.
Indiana University Northwest
School of Education
Teacher Education Disposition Deficiency

This form is to be used only in the situation where faculty or staff in the School of Education observes a Candidate in violation of one of the twelve dispositions expressed in the Professional Teaching Dispositions statements.

Please complete the form entirely and submit to the Advisor after discussion with the Candidate. The Advisor will then give the form to the Recorder to be placed in the Candidate’s advising file.

Candidate Name ____________________________ Advisor Name ________________

Disposition deficiency __________________________________________________________

In the following area, please explain the context in which the situation occurred (e.g. course number or name, where occurred, specifically what transpired, date) and in relation to the specific disposition.

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

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Suggestions for Candidate

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
Candidate response and plan for improvement:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

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____________________________________________________________________________________

____________________________________________________________________________________

School of Education Faculty/Staff  Date  Candidate Signature

Action taken by Advisor:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Advisor  Date

Follow-up to document improvement:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Advisor  Date

This form will be given to the Recorder to be placed in the Candidate’s advising folder. This action may be appealed by writing a formal statement of appeal to the Dean of the School or Education. If an appeal is filed, the Dean will convene a faculty panel within ten (10) University business days to hear the appeal.
## INITIAL PROGRAM
Evaluation of Candidate Professional Teaching Dispositions

<table>
<thead>
<tr>
<th>Assessment Forms</th>
<th>Person</th>
<th>TAL</th>
<th>Secondary Education</th>
<th>Graduate Special Education</th>
<th>UTEP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory</strong></td>
<td></td>
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<tr>
<td>• <em>Professional Teaching Dispositions</em></td>
<td>Course Instructor distributes to students</td>
<td>F200</td>
<td>F200</td>
<td>K505</td>
<td>S510</td>
</tr>
<tr>
<td>• <em>Professional Teaching Dispositions</em></td>
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<tr>
<td>• <em>Teacher Education Exemplary Practice</em></td>
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<tr>
<td>• <em>Teacher Education Disposition Deficiency</em></td>
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</tbody>
</table>

| **Early Assessment**                                   | Methods Instructor distributes                  | M310 | M310                | K535                        | S510 |
| • *Personal Assessment of Teaching Dispositions*       |                                                   |      |                     |                             |      |
| • *Personal Reflection: Validating Dispositions for Teaching* |                                                   |      |                     |                             |      |
| • *Professional Teaching Dispositions*                 | Cooperating Teacher                              |      |                     |                             |      |
| • *Field Cooperating Teacher Assessment Form*          |                                                   |      |                     |                             |      |

| **Midway Assessment**                                  | Methods Instructor distributes                  | M304 | M304                | K543                        | M501 |
| • *Personal Assessment of Teaching Dispositions*       |                                                   |      |                     |                             |      |
| • *Personal Reflection: Validating Dispositions for Teaching* |                                                   |      |                     |                             |      |
| • *Professional Teaching Dispositions*                 | Cooperating Teacher                              |      |                     |                             |      |
| • *Field Cooperating Teacher Assessment Form*          |                                                   |      |                     |                             |      |

| **Final Assessment: Student teaching**                 | Field/University Supervisor distributes          | M425 | M480                | K595                        | M550 |
| • *Personal Assessment of Teaching Dispositions*       |                                                   |      |                     |                             |      |
| • *Personal Reflection: Validating Dispositions for Teaching* |                                                   |      |                     |                             |      |
| • *Professional Teaching Dispositions*                 | Cooperating Teacher                              |      |                     |                             |      |
| • *Field Cooperating Teacher Assessment Form*          |                                                   |      |                     |                             |      |
Process for Submitting Deficiency or Exemplary Forms

Faculty or Staff
Complete Form

Disposition Deficiency
Meet and share assessment with the Candidate
Candidate creates and signs Plan for Improvement
Submits to Advisor within one week
Advisor
Serves as Mentor to work with Candidate to improve deficiency
Checks folder for additional deficiencies
Follow-up at least during advising sessions
Submits to Recorder
Files in Advising Folder

Exemplary Practice
Share with Candidate
Submits to Advisor
Submits to Recorder
Files in Advising Folder

NOTE: If the Advisor initiates the Disposition Deficiency, the Ombudsperson will work with the Candidate through the process.

1. Meet with Candidate within two weeks
2. Determine if disposition was actually violated
3. Assist Candidate in understanding ramifications of continued behavior
4. Place Candidate on probation if necessary
5. Emphasize possibility of dismissal from program

Advisor notifies Student Procedural Practices Committee of action to dismiss Candidate from the Program

1. Meet with Candidate within two weeks
2. Determine if Candidate continues to violate disposition process
3. Assist Candidate in understanding ramifications of continued behavior
4. If necessary, initiate actions to dismiss Candidate from the program

More than two (2)
Two (2)

Submits to Recorder
Files in Advising Folder
### School of Educational Conceptual Framework Outcomes and Disposition Statements:

**Key: Reflective Professional Model (Agents of Change)**

<table>
<thead>
<tr>
<th>DISPOSITION</th>
<th>CS</th>
<th>HOT</th>
<th>IT</th>
<th>LD</th>
<th>SCD</th>
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<tbody>
<tr>
<td>1. Attends regularly, is punctual, has a professional appearance, and conducts him or herself professionally with students, peers, parents, and all P-12 and University personnel.</td>
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<tr>
<td>2. Uses knowledge of students’ family and community to connect learning to the students’ world.</td>
<td></td>
<td>X</td>
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<tr>
<td>3. Believes all students can learn and differentiates instruction so that all students do learn.</td>
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<td></td>
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<td>X</td>
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<tr>
<td>4. Aligns instruction with state and professional standards.</td>
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<td>X</td>
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<td>5. Organizes instruction to engage students in active learning.</td>
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<td>X</td>
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<tr>
<td>6. Expresses ideas clearly and appropriately both verbally and in writing.</td>
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<td>7. Uses multiple teaching approaches and technology.</td>
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<td>8. Uses positive approaches to teach students’ self-discipline and responsibility; treats all students with respect and care.</td>
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<td>9. Treats all people fairly, equitably, and with dignity and respect.</td>
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<tr>
<td>10. Cooperates in the classroom and throughout the school and community.</td>
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<tr>
<td>11. Monitors students’ progress carefully, regularly, and in multiple ways, and reports that progress clearly and systematically, while making needed adjustments.</td>
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<td>12. Demonstrates commitment to teaching by receiving and acting upon constructive criticism.</td>
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</tbody>
</table>

The Successful UTEP Candidate:

1. Attends regularly, is punctual, has a professional appearance, and conducts him or herself professionally with students, peers, parents, and administrators.

2. Uses knowledge of students’ family and community to connect learning to the students’ world.

3. Provides a quality education to all children and youth; believes all students can learn.

4. Aligns instruction with state and professional standards.

5. Is organized and prepared and engages learners in the learning process through multiple teaching approaches and technology.

6. Uses verbal and non-verbal communication to express ideas clearly and respectfully.

7. Employs diverse approaches, technology, and knowledge of multiple intelligences in teaching and assessing urban students.

8. Uses positive approaches to teach students’ self-discipline and responsibility; treats all students with respect and care.

9. Creates a learning environment that utilizes invitational and multicultural theories of practice to accommodate individual uniqueness and the implications of race, class and gender on learning.

10. Treats all people fairly, equitably, and with dignity and respect.

11. Facilitates a “cooperative spirit” in students by using cooperative learning strategies to invite learning potential in an atmosphere of cooperation and collaboration.

12. Monitors students’ progress carefully, regularly, and creatively, and reports that progress clearly and systematically, while making needed adjustments.

13. Engages in professional development and welcomes constructive criticism and suggestions.

14. Demonstrates the enthusiasm and commitment of a “star” urban teacher in their interactions with students, parents, and others in the community.
Indiana University Northwest
School of Education
OPTION II INITIAL PROGRAM
Professional Teaching Dispositions Acceptance

The Professional Teaching Dispositions adopted by the Indiana University Northwest School of Education and the UTEP Policy Board promote and support Intern development of professionalism as outlined in state and national standards. These standards are developed in the SOE Conceptual Framework, incorporated throughout the Initial Program, and are expressed with twelve disposition statements.

I have been informed on what the dispositions are, why UTEP adopted the dispositions, when assessment can and will take place, who assesses Interns’ dispositions, and the process for assessing and evaluating Interns’ dispositions.

My signature affirms that I received, understand, and agree to the Indiana University Northwest School of Education Professional Teaching Dispositions and evaluation process.

________________________________________
Printed Name

________________________________________  ____________________________
Signature                        Date

________________________________________
Course
Please rate the extent to which your UTEP Intern demonstrates or evidences value for each of the professional behaviors stated below. Circle the number that best represents, from lowest to highest, the amount of evidence the student demonstrates. Use the space below each behavior (or on the back) to make any comments about the student and that disposition. All 0 and 4 ratings must be supported with comments.

The Intern:

15. Attends regularly, is punctual, has a professional appearance, and conducts him or herself professionally with students, peers, parents, and administrators.

16. Uses knowledge of students’ family and community to connect learning to the students’ world.

17. Provides a quality education to all children and youth; believes all students can learn.

18. Aligns instruction with state and professional standards.

19. Is organized and prepared and engages learners in the learning process through multiple teaching approaches and technology.

20. Uses verbal and non-verbal communication to express ideas clearly and respectfully.

21. Employs diverse approaches, technology, and knowledge of multiple intelligences in teaching and assessing urban students.

22. Uses positive approaches to teach students’ self-discipline and responsibility; treats all students with respect and care.

23. Creates a learning environment that utilizes invitational and multicultural theories of practice to accommodate individual uniqueness and the implications of race, class and gender on learning.

24. Treats all people fairly, equitably, and with dignity and respect.

25. Facilitates a “cooperative spirit” in students by using cooperative learning strategies to invite learning potential in an atmosphere of cooperation and collaboration.

26. Monitors students’ progress carefully, regularly, and creatively, and reports that progress clearly and systematically, while making needed adjustments.

27. Engages in professional development and welcomes constructive criticism and suggestions.

28. Demonstrates the enthusiasm and commitment of a “star” urban teacher in their interactions with students, parents, and others in the community.

Please use the reverse side to write additional comments.
Please rate how much you value each of the professional dispositions and behaviors stated. Circle the number that best represents, from “Not Important” to “Very Important,” how much you value each disposition. Use the space below each behavior (or on the back) to make comments about that disposition. All 0 and 4 ratings must be supported with comments.

I rate the value of these dispositions as:

1. Attends regularly, is punctual, has a professional appearance, and conducts him or herself professionally with students, peers, parents, and administrators.

2. Uses knowledge of students’ family and community to connect learning to the students’ world.

3. Provides a quality education to all children and youth; believes all students can learn.

4. Aligns instruction with state and professional standards.

5. Is organized and prepared and engages learners in the learning process through multiple teaching approaches and technology.

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**OPTION II INITIAL PROGRAM**

**“Personal Reflection: Validating Dispositions for Teaching”**

<table>
<thead>
<tr>
<th>Disposition</th>
<th>How I demonstrate this disposition</th>
<th>How I could develop this disposition more</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attends regularly, is punctual, has a professional appearance, and conducts him or herself professionally with students, peers, parents, and administrators.</td>
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<tr>
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</tbody>
</table>
Indiana University Northwest
School of Education
OPTION II INITIAL PROGRAM
Teacher Education Exemplary Practice

This form is to be used only in the situation where School of Education (SOE) or Professional Development School (PDS) faculty observe a Intern exhibiting exemplary practice of one or more of the twelve dispositions expressed in the Professional Teaching Disposition statements.

Please complete the form entirely and submit to the Advisor after discussion with the Intern. The Advisor will then give the form to the Recorder to be placed in the Intern’s advising file.

Intern Name ________________________ Advisor Name ________________

Disposition ______________________________________________________

In the following area, please explain the context in which the situation occurred (e.g. course number or name, where occurred, specifically what transpired, date) and in relation to the specific disposition.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

SOE Faculty/PDS Faculty __________ Date __________ Intern Signature __________

One copy of this form is given to the Intern and another placed in his or her advising file by the Recorder.
Indiana University Northwest
School of Education
OPTION II INITIAL PROGRAM
Teacher Education Disposition Deficiency

This form is to be used only in the situation where School of Education (SOE) or Professional Development School (PDS) faculty observe an Intern in violation of one or more of the twelve dispositions expressed in the UTEP Professional Teaching Dispositions statements.

Please complete the form entirely and submit to the Advisor after discussion with the Intern. The Advisor will then give the form to the Recorder to be placed in the Intern’s advising file.

Intern Name __________________________ Advisor Name ________________

Disposition deficiency ____________________________________________

In the following area, please explain the context in which the situation occurred (e.g. course number or name, where occurred, specifically what transpired, date) and in relation to the specific disposition.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Suggestions for Intern
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Intern response and plan for improvement:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

SOE Faculty/PDS Faculty  Date  Intern Signature

Action taken by Advisor:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Advisor  Date

Follow-up to document improvement:

________________________________________________________________________
________________________________________________________________________

Advisor  Date

This form will be given to the Recorder to be placed in the Intern’s advising folder. This action may be appealed by writing a formal statement of appeal to the Dean of the School of Education. If an appeal is filed, the Dean will convene a faculty panel within ten (10) University business days to hear the appeal.
# INITIAL PROGRAM

## UTEP

### Evaluation of Intern Professional Teaching Dispositions

<table>
<thead>
<tr>
<th>Assessment Forms</th>
<th>Person</th>
<th>TAL</th>
<th>Secondary Education</th>
<th>Graduate Special Education</th>
<th>T to T</th>
<th>UTEP</th>
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</thead>
<tbody>
<tr>
<td><strong>Introductory</strong></td>
<td></td>
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<tr>
<td>• Professional Teaching Dispositions</td>
<td>Course Instructor distributes to students</td>
<td>F200</td>
<td>F200</td>
<td>K505</td>
<td>Fall Seminar</td>
<td>S510</td>
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<tr>
<td>• Professional Teaching Dispositions Acceptance</td>
<td></td>
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<tr>
<td>• Teacher Education Exemplary Practice</td>
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<tr>
<td>• Teacher Education Disposition Deficiency</td>
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<tr>
<td><strong>Early Assessment</strong></td>
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<tr>
<td>• Personal Assessment of Teaching Dispositions</td>
<td>Methods Instructor distributes</td>
<td>M310</td>
<td>M310</td>
<td>K535</td>
<td>Spring</td>
<td>S510</td>
</tr>
<tr>
<td>• Personal Reflection: Validating Dispositions for Teaching</td>
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<tr>
<td>• Professional Teaching Dispositions</td>
<td>Teacher Instructor/Mentor</td>
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<tr>
<td>• Teacher Instructor/Mentor Assessment Form</td>
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<td><strong>Midway Assessment</strong></td>
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<tr>
<td>• Personal Assessment of Teaching Dispositions</td>
<td>Methods Instructor distributes</td>
<td>M304</td>
<td>M304</td>
<td>K543</td>
<td>Fall</td>
<td>M501</td>
</tr>
<tr>
<td>• Personal Reflection: Validating Dispositions for Teaching</td>
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<td>• Professional Teaching Dispositions</td>
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<td>• Teacher Instructor/Mentor Assessment Form</td>
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<tr>
<td><strong>Final Assessment: Student teaching</strong></td>
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<tr>
<td>• Personal Assessment of Teaching Dispositions</td>
<td>Field/University Supervisor distributes</td>
<td>M425</td>
<td>M480</td>
<td>K588 or K595</td>
<td>Spring</td>
<td>M550</td>
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<tr>
<td>• Personal Reflection: Validating Dispositions for Teaching</td>
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<td>Field/University Supervisors</td>
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</tbody>
</table>

Process for Submitting Deficiency or Exemplary Forms

Faculty or Staff
Complete Form

Disposition Deficiency
Meet and share Assessment with the Intern
Intern creates and signs Plan for Improvement Conv to UTEP Office
Submits to Advisor within one week
Advisor
Serves as Mentor to work with Intern to improve deficiency
Checks folder for additional deficiencies
Follow-up at least during advising sessions
Submits to Recorder
Files in Advising Folder

Exemplary Practice
Share with Intern
Submits to Advisor Conv to UTEP Office
Submits to Recorder
Files in Advising Folder

NOTE: If the Advisor initiates the Disposition Deficiency, the Ombudsperson will work with the Intern through the process.

1. Meet with Intern within two weeks
2. Determine if student actually has a disposition deficiency
3. Assist Intern in understanding ramifications of continued behavior
4. Place Intern on probation if necessary
5. Emphasize possibility of dismissal from program

1. Meet with Intern within two weeks
2. Determine if Intern continues to be deficient
3. Assist Intern in understanding ramifications of continued behavior
4. If necessary, initiate actions to dismiss Intern from the Urban Teacher Education Program

Advisor notifies Student Procedural Practices Committee of action to dismiss Intern from the Program