

**Indiana University Northwest  
School of Education**

**ADVANCED PROGRAM DISPOSITION PROCESS**

The Professional Dispositions adopted by the Indiana University Northwest School of Education promote and support professionalism as outlined in state and national standards. These standards are developed in the SOE Conceptual Framework, incorporated throughout the Advanced Program, and are expressed through disposition statements. Advanced program candidates and the SOE faculty and staff ascribe to the dispositions, the process for assessing and evaluating the Advanced candidates' demonstration the dispositions, and their role in the process. The documents used in the ASSESSMENT of students' dispositions are:

- Advanced Professional Dispositions Acceptance Form
- Advanced Professional Dispositions
  - Lead Teacher CANDIDATE SELF-ASSESSMENT FORM
  - Educational Leader CANDIDATE ASSESSMENT FORM
- Advanced Professional Dispositions INSTRUCTOR ASSESSMENT FORM
- Advanced Professional Dispositions Personal Reflection: Validating Dispositions
  - Lead Teacher
  - Educational Leader
- Advanced Professional Dispositions Deficiency Form
- Advanced Professional Dispositions Exemplary Form

**Process for ASSESSMENT of Professional Dispositions**

- In a designated course during their Master's programs, students will affirm, with their signatures, that they received, understand, and agree to the program-specific IU Northwest School of Education *Advanced Professional Dispositions* and the ASSESSMENT process.
- Advanced dispositions are to be published in all advanced course syllabi and on the SOE website.
- Initial self-assessment of dispositions will be conducted as a required activity in EDUC-Y520 Strategies for Educational Inquiry for candidates in the Elementary or Secondary Education Master's programs and candidates in the Master's programs with an Urban or a Special Education focus. Candidates in the Educational Leadership Master's program will complete this assessment in EDUC-P514 Life Span Development
- Final self-assessment of dispositions will occur in EDUC-W505 Master's Capstone for candidates in all Master's program except Educational Leadership. For candidates in Educational Leadership, final assessment occurs in the Practicum (EDUC-A695).
- Instructors of the EDUC-W505 Master's Capstone course or the Educational Leadership Practicum (EDUC-A695) will also conduct assessments of candidates' dispositions using the *Advanced Professional Dispositions INSTRUCTOR ASSESSMENT FORM*. For students in the Educational Leadership Practicum (EDUC-A695), three instructor assessments will be conducted, one by the course instructor and one by each of the practicum cooperating administrators.

## Courses in the Advanced Programs Designated for Disposition Assessment

### SOE ADVANCED PROGRAMS & MASTER'S DEGREES

	Elementary or Secondary Education	Special Education	UTEP	Educational Leadership
Initial Assessment	EDUC-Y520 Strategies for Educational Inquiry			EDUC-P514 Life Span Development
Final Assessment	EDUC-W505 Master's Capstone			EDUC-A695 Practicum in Educational Leadership

#### Early Assessment

Within the courses designated for initial assessment of dispositions, each candidate will be asked to sign the *Professional Dispositions Acceptance Form* and complete a self-assessment of his or her teaching dispositions on the appropriate *CANDIDATE SELF-ASSESSMENT FORM*. Candidates will also be asked to create a plan for improvement using the *Personal Reflection: Validating Dispositions* form by selecting 2 or 3 dispositions on which to improve. These forms will be placed in the students' advising files for discussion with advisors.

#### Final Assessment

During the courses designated for final assessment of dispositions, candidates will again assess their professional dispositions. Candidates will complete the *CANDIDATE FORM*. The instructor of the course will complete an assessment of the candidate's disposition on the *Master Educator Disposition Assessment: INSTRUCTOR ASSESSMENT FORM* or the *Educational Leadership Disposition Assessment: INSTRUCTOR ASSESSMENT FORM*.

#### Procedure for Processing Exemplary Practice and Deficiency Forms

All faculty and staff can initiate the Teacher Education Exemplary Practice and Teacher Education Disposition Deficiency forms. In the case of the generation of an *Exemplary Practice* form, the faculty or staff who initiates the process meets with the student then submits the completed form to the student's Advisor. The Advisor will give the form to the Recorder to be filed in the student's advising folder and give a copy to the UAS coordinator.

In the case of the generation of a *Teacher Education Disposition Deficiency* form, a meeting will be held with the student and the faculty or staff who initiated the process to complete the form. The student develops a plan to improve the deficiency. The faculty or staff submits the completed form to the student's Advisor within one week of the meeting and gives a copy to the UAS coordinator.

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

the process. If the Ombudsperson initiated the *Disposition Deficiency* process, the Associate Dean will work through the process.

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

- (1) determine if the student actually violated the disposition(s),
- (2) assist the student in understanding the ramifications of continuing the behavior,
- (3) place the student on probation within the program, if necessary, and
- (4) if necessary, emphasize that the student 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 student within two weeks of receiving the deficiency form. In this meeting, the Advisor will:

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

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

The student 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 student must initiate an appointment with the Dean within one week of meeting with the faculty, 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 student 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 student may appeal further by following any process outlined in the IU Northwest Student Handbook.

**Indiana University Northwest  
School of Education  
Advanced Professional Dispositions**

**Lead Teacher**

**The Lead Teacher shows evidence that she/he values these dispositions when he or she:**

1. Sets high standards and expectations for self, students, and colleagues
2. Continuously evaluates self for improvement
3. Accepts responsibility and demonstrates leadership
4. Recognizes a variety of ideas and values cultures
5. Is committed to providing a variety of ways for students to learn
6. Is committed to teaching all learners and believes all students can learn.
7. Makes instructional decisions to enhance learning and teaching
8. Utilizes ethical principles in assessment decisions
9. Treats people fairly, equitably, and with dignity and respect
10. Respects and fulfills personal and professional obligations\*
11. Cultivates and promotes a safe, caring, and supportive learning environment
12. Dialogues with colleagues and other decision makers affecting education
13. Collaborates and communicates with family and community
14. Demonstrates a work ethic and utilizes reflection to improve personal and organizational performance\*

\*Examples of behaviors on following page

## **Examples of Lead Teachers' behaviors that exemplify disposition statements 10 and 14.**

Attendance should be dependable, arrival and departure should be on time, and appearance and actions should be professional.

Enthusiasm and commitment are necessary to be a lead teacher.

### **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
- Adjust emotional state to professional level of expression

## School of Educational Conceptual Framework Outcomes and Disposition Statements

Key: Lead Teacher

M1= Educational Equity

M2= Teacher Effectiveness

M3= Information Technologies

M4= Curriculum Design & Delivery

M5= Leadership

DISPOSITION	M1	M2	M3	M4	M5
1. Sets high standards and expectations for self, students, and colleagues		x			
2. Continuously evaluates self for improvement		x			
3. Accepts responsibility and demonstrates leadership		x			x
4. Recognizes a variety of ideas and values cultures	x				
5. Is committed to providing a variety of ways for students to learn	x		x		
6. Is committed to teaching all learners and believes all students can learn.	x				
7. Makes instructional decisions to enhance learning and teaching		x	x	x	
8. Utilizes ethical principles in assessment decisions	x				
9. Treats people fairly, equitably, and with dignity and respect	x				
10. Respects and fulfills personal and professional obligations		x			x
11. Cultivates and promotes a safe, caring, and supportive learning environment				x	
12. Dialogues with colleagues and other decision makers affecting education		x			
13. Collaborates and communicates with family and community		x			
14. Demonstrates a work ethic and utilizes reflection to improve personal and organizational performance		x			x

**Indiana University Northwest  
School of Education  
Advanced Professional Dispositions**

**Educational Leader**

**The Educational Leader show evidence that she/he values these dispositions.**

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. Sets high standards and expectations for self and others **(1) (3)**
3. Continuously evaluates self for improvement **(1) (2)**
4. Accepts responsibility and demonstrates leadership **(3)**
5. Recognizes a variety of ideas and values cultures **(6)**
6. Is committed to providing a variety of ways for students to learn **(2)**
7. Is committed to the educability of all **(1)**
8. Demonstrates a work ethic required for high levels of personal and organizational performance **(1)**
9. Makes management decisions to enhance learning and teaching **(3)**
10. Utilizes ethical principles in decision-making **(5)**
11. Treats people fairly, equitably, and with dignity and respect **(5)**
12. Respects and fulfills legal and contractual obligations **(5)**
13. Cultivates and promotes a safe, caring, and supportive learning environment **(2) (3)**
14. Dialogues with other decision makers affecting education **(6)**
15. Collaborates and communicates with family and community **(1) (4)**
16. Operates school as an integral part of the community **(4) (6)**

## School of Educational Conceptual Framework Outcomes and Disposition Statements

**Key : Educational Leader Model**

**(1) Vision of Learning (2) School Culture and Instructional Program (3) Management (4) Collaboration with Families and Communities (5) Integrity, Fairness & Ethical Manner (6) Political, Social, Economic, Legal and Cultural**

DISPOSITION	1	2	3	4	5	6
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.					x	
2. Sets high standards and expectations for self and others	x		x			
3. Continuously evaluates self for improvement	x	x				
4. Accepts responsibility and demonstrates leadership			x			
5. Recognizes a variety of ideas and values cultures						x
6. Is committed to providing a variety of ways for students to learn		x				
7. Is committed to the educability of all	x					
8. Demonstrates a work ethic required for high levels of personal and organizational performance	x					
9. Makes management decisions to enhance learning and teaching			x			
10. Utilizes ethical principles in decision making					x	
11. Treats people fairly , equitably, and with dignity and respect					x	
12. Respects and fulfills legal and contractual obligations					x	
13. Cultivates and promotes a safe, caring, and supportive learning environment		x	x			
14. Dialogues with other decision makers affecting education						x
15. Collaborates and communicates with family and community	x			x		
16. Operates school as an integral part of the community				x		x



**Indiana University Northwest  
School of Education**

**ADVANCED PROGRAM  
Professional Dispositions Acceptance**

The Professional Dispositions adopted by the Indiana University Northwest School of Education promote and support professionalism as outlined in state and national standards. These standards are developed in the SOE Conceptual Framework, incorporated throughout the Advanced Program, and are expressed with 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 students' dispositions, and the process for assessing and evaluating students' dispositions.

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

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Printed Name

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Signature

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Date

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Course

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

### Lead Teacher Disposition Assessment: INSTRUCTOR FORM

Please rate the extent to which your IUN candidate exhibits each of the dispositions.

	LESS	MORE
1. Sets high standards and expectations for self, students, and colleagues	0.....1.....2.....3.....4	0.....1.....2.....3.....4
2. Continuously evaluates self for improvement	0.....1.....2.....3.....4	0.....1.....2.....3.....4
3. Accepts responsibility and demonstrates leadership	0.....1.....2.....3.....4	0.....1.....2.....3.....4
4. Recognizes a variety of ideas and values cultures	0.....1.....2.....3.....4	0.....1.....2.....3.....4
5. Is committed to providing a variety of ways for students to learn	0.....1.....2.....3.....4	0.....1.....2.....3.....4
6. Is committed to teaching all learners and believes all students can learn	0.....1.....2.....3.....4	0.....1.....2.....3.....4
7. Makes instructional decisions to enhance learning and teaching	0.....1.....2.....3.....4	0.....1.....2.....3.....4
8. Utilizes ethical principles in assessment decisions	0.....1.....2.....3.....4	0.....1.....2.....3.....4
9. Treats people fairly, equitably, and with dignity and respect	0.....1.....2.....3.....4	0.....1.....2.....3.....4
10. Respects and fulfills personal and professional obligations	0.....1.....2.....3.....4	0.....1.....2.....3.....4
11. Cultivates and promotes a safe, caring, and supportive learning environment	0.....1.....2.....3.....4	0.....1.....2.....3.....4
12. Dialogues with colleagues and other decision makers affecting education	0.....1.....2.....3.....4	0.....1.....2.....3.....4
13. Collaborates and communicates with family and community	0.....1.....2.....3.....4	0.....1.....2.....3.....4
14. Demonstrates a work ethic and utilizes reflection to improve personal and organizational performance	0.....1.....2.....3.....4	0.....1.....2.....3.....4

Comments:

\_\_\_\_\_  
*Instructor Signature*

\_\_\_\_\_  
*Date*

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

### **Educational Leader Disposition Assessment: INSTRUCTOR FORM**

Please rate the extent to which your IUN candidate exhibits each of the dispositions.

- |  | LESS                      | MORE                      |
|--|---------------------------|---------------------------|
| 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. | 0.....1.....2.....3.....4 | 0.....1.....2.....3.....4 |
| 2. Sets high standards and expectations for self and others  | 0.....1.....2.....3.....4 | 0.....1.....2.....3.....4 |
| 3. Continuously evaluates self for improvement   | 0.....1.....2.....3.....4 | 0.....1.....2.....3.....4 |
| 4. Accepts responsibility and demonstrates leadership  | 0.....1.....2.....3.....4 | 0.....1.....2.....3.....4 |
| 5. Recognizes a variety of ideas and values cultures   | 0.....1.....2.....3.....4 | 0.....1.....2.....3.....4 |
| 6. Is committed to providing a variety of ways for students to learn   | 0.....1.....2.....3.....4 | 0.....1.....2.....3.....4 |
| 7. Is committed to the educability of all  | 0.....1.....2.....3.....4 | 0.....1.....2.....3.....4 |
| 8. Demonstrates work ethic required for high level of personal and organizational performance  | 0.....1.....2.....3.....4 | 0.....1.....2.....3.....4 |
| 9. Makes management decisions to enhance learning and teaching   | 0.....1.....2.....3.....4 | 0.....1.....2.....3.....4 |
| 10. Utilizes ethical principles in decision making   | 0.....1.....2.....3.....4 | 0.....1.....2.....3.....4 |
| 11. Treats people fairly, equitably, and with dignity and respect  | 0.....1.....2.....3.....4 | 0.....1.....2.....3.....4 |
| 12. Respects and fulfills legal and contractual obligations  | 0.....1.....2.....3.....4 | 0.....1.....2.....3.....4 |
| 13. Cultivates and promotes a safe, caring, and supportive learning environment  | 0.....1.....2.....3.....4 | 0.....1.....2.....3.....4 |
| 14. Dialogues with other decision makers affecting education   | 0.....1.....2.....3.....4 | 0.....1.....2.....3.....4 |
| 15. Collaborates and communicates with family and community  | 0.....1.....2.....3.....4 | 0.....1.....2.....3.....4 |
| 16. Operates school as an integral part of the community   |                           |                           |

Comments:

\_\_\_\_\_  
*Instructor Signature*

\_\_\_\_\_  
*Date*

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

Date: \_\_\_\_\_

Course: \_\_\_\_\_

## Assessment of Dispositions for Lead Teachers: CANDIDATE FORM

How important to teaching?

LESS MORE

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

1. Sets high standards and expectations for self, students, and colleagues

2. Continuously evaluates self for improvement

3. Accepts responsibility and demonstrates leadership

4. Recognizes a variety of ideas and values cultures

5. Is committed to providing a variety of ways for students to learn

6. Is committed to teaching all learners and believes all students can learn

7. Makes instructional decisions to enhance learning and teaching

8. Utilizes ethical principles in assessment decisions

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

10. Respects and fulfills personal and professional obligations

11. Cultivates and promotes a safe, caring, and supportive learning environment

12. Dialogues with colleagues and other decision makers affecting education

13. Collaborates and communicates with family and community

14. Demonstrates a work ethic and utilizes reflection to improve personal and organizational performance

How well do you exhibit?

LESS MORE

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

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

Date: \_\_\_\_\_

**LEAD TEACHER**  
**Personal Reflection Validating Dispositions: CANDIDATE FORM**  
**PLEASE SELECT TWO OR THREE TO COMPLETE**

<b>Disposition</b>	<i>How I demonstrate this disposition</i>	<i>How I could develop this disposition more</i>
1. Sets high standards and expectations for self, students, and colleagues		
2. Continuously evaluates self for improvement		
3. Accepts responsibility and demonstrates leadership		
4. Recognizes a variety of ideas and values cultures		
5. Is committed to providing a variety of ways for students to learn		
6. Is committed to teaching all learners and believes all students can learn		
7. Makes instructional decisions to enhance learning and teaching		
8. Utilizes ethical principles in assessment decisions		
9. Treats people fairly, equitably, and with dignity and respect		
10. Respects and fulfills personal and professional obligations		
11. Cultivates and promotes a safe, caring, and supportive learning environment		
12. Dialogues with colleagues and other decision makers affecting education		
13. Collaborates and communicates with family and community		
14. Demonstrates a work ethic and utilizes reflection to improve personal and organizational performance		

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

Date: \_\_\_\_\_

Course: \_\_\_\_\_

## Assessment of Dispositions for Educational Leaders: CANDIDATE FORM

How important to educational leadership?

LESS MORE

0.....1.....2.....3.....4

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

0.....1.....2.....3.....4

2. Sets high standards and expectations for self and others

0.....1.....2.....3.....4

3. Continuously evaluates self for improvement

0.....1.....2.....3.....4

4. Accepts responsibility and demonstrates leadership

0.....1.....2.....3.....4

5. Recognizes a variety of ideas and values cultures

0.....1.....2.....3.....4

6. Is committed to providing a variety of ways for students to learn

0.....1.....2.....3.....4

7. Is committed to the educability of all

0.....1.....2.....3.....4

8. Demonstrates work ethic required for high level of personal and organizational performance

0.....1.....2.....3.....4

9. Makes management decisions to enhance learning and teaching

0.....1.....2.....3.....4

10. Utilizes ethical principles in decision making

0.....1.....2.....3.....4

11. Treats people fairly, equitably, and with dignity and respect

0.....1.....2.....3.....4

12. Respects and fulfills legal and contractual obligations

0.....1.....2.....3.....4

13. Cultivates and promotes a safe, caring, and supportive learning environment

0.....1.....2.....3.....4

14. Dialogues with other decision makers affecting education

0.....1.....2.....3.....4

15. Collaborates and communicates with family and community

0.....1.....2.....3.....4

16. Operates school as an integral part of the community

How well do you exhibit?

LESS MORE

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

0.....1.....2.....3.....4

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

Date: \_\_\_\_\_

**PERSONAL REFLECTION: VALIDATING DISPOSITIONS FOR EDUCATIONAL LEADERSHIP**

**PLEASE SELECT TWO OR THREE TO COMPLETE**

Disposition	How I demonstrate this disposition:	How I could develop this disposition:
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		
2. Sets high standards and expectations for self and others (1) (3)		
3. Continuously evaluates self for improvement (1) (2)		
4. Accepts responsibility and demonstrates leadership (3)		
5. Recognizes a variety of ideas and values cultures (6)		
6. Is committed to providing a variety of ways for students to learn (2)		
7. Is committed to the educability of all (1)		
8. Demonstrates a work ethic required for high levels of personal and organizational performance (1)		
9. Makes management decisions to enhance learning and teaching (3)		
10. Utilizes ethical principles in decision-making (5)		
11. Treats people fairly, equitably, and with dignity and respect (5)		
12. Respects and fulfills legal and contractual obligations (5)		
13. Cultivates and promotes a safe, caring, and supportive learning environment (2) (3)		
14. Dialogues with other decision makers affecting education (6)		
15. Collaborates and communicates with family and community (1) (4)		
16. Operates school as an integral part of the community (4) (6)		

**Key : Educational Leader Model**

**(1) Vision of Learning (2) School Culture and Instructional Program (3) Management (4) Collaboration with Families and Communities (5) Integrity, Fairness & Ethical Manner (6) Political, Social, Economic, Legal and Cultural**

**Indiana University Northwest  
School of Education  
Teacher Education Exemplary Practice**

This form is to be used only in the situation where faculty or staff in the School of Education observes a student exhibiting exemplary practice of one of the dispositions expressed in the Professional Disposition statements.

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

Student 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.

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\_\_\_\_\_  
School of Education Faculty/Staff

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

One copy of this form is given to the Student 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 student in violation of one of the twelve dispositions expressed in the Professional Dispositions statements.

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

Student 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 Student

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Student response and plan for improvement:

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\_\_\_\_\_  
School of Education Faculty/Staff

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

Action taken by Advisor:

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\_\_\_\_\_  
Advisor

\_\_\_\_\_  
Date

Follow-up to document improvement:

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\_\_\_\_\_  
Advisor

\_\_\_\_\_  
Date

This form will be given to the Recorder to be placed in the Student'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.

**Indiana University Northwest  
School of Education**

**ADVANCED PROGRAM  
Assessment of Professional Dispositions**

MASTER'S DEGREE PROGRAMS

Assessment Forms

Person

Elementary

Secondary

Special  
Education

UTEP

ED LEADERSHIP

Introductory • *Professional Dispositions*

~~~~~Application Packet~~~~~

Process for Submitting Deficiency or Exemplary Forms

