**CLAS Professional Disposition Rubric and Alert Form**

What are dispositions?

The public has the clear right to expect that prospective teachers of their children have certain intangible but extremely important personal attributes. Secondary Educator Licensure has grouped these dispositions into the following six broad categories: Professionalism, Caring, Creative and Critical Thinking, Life-long Learning and Scholarship, Collaboration, and Diversity and Cultural Responsiveness. Candidates will self-assess and be assessed on these qualities throughout the program.

This document should be used to report concerns with a candidate’s disposition that need to be addressed. It should not be confused with the NIU Disposition Survey that is used to assess candidates each semester.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Teacher Candidate: | |  | | Z-ID: | |  | |
| Writer of Alert: |  | | | Date of Alert: | | |  |
| Stake holder: CT US Instructor Program Advisor | | | | | | | |
| Course or location of Alert: | | |  | | | | |
| Have you met with the candidate to discuss your concerns? | | | | |  | | |

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| **Does the teacher candidate meet the standard?** | **Y/N** |
| **Professionalism** |  |
| Behavior |  |
| Examples:  Punctuality  Meets deadlines  Reliability  Courtesy  Professional relationships with students  No use of drugs or substances  Adheres to IL and US laws, NIU’s Code of Conduct, and policies of the placement school  Other: | |
| Communication |  |
| Examples:  Responds promptly to communication  Clear communication  Appropriate register/formality  Proofreads/edits written communication  Maintains confidentiality  Other: | |
| Use of Technology |  |
| Examples:  Professional use of technology/social media (does not post inappropriate material, does not follow students) -- refer to Social Media Statement  Other: | |
| Appearance | |
| Examples:  Professional dress and appearance  Maintains personal hygiene  Other: | |

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| **Caring** |  |
| Examples:  Considerate of others’ needs  Creates positive, constructive relationships  Enthusiastic about teaching, young people, and subject matter  Work ethic; commitment  Other: | |

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| **Collaboration** |  |
| Examples:  Responds appropriately to feedback in a timely manner  Treats people with respect  Accepts responsibility for shared work  Other: | |

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| **Creative and Critical Thinking** |  |
| Examples:  Original ideas for plans/activities  Independence & self-efficacy  Evaluates outcomes of teaching  Solves problems  Proactive  Receptive to new ideas  Flexibility  Other: | |

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| **Lifelong Learning and Scholarship** |  |
| Examples:  Engages in learning opportunities outside of the classroom  Demonstrates a proficient understanding of content knowledge  Other: | |

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| **Diversity and Cultural Responsiveness** |  |
| Examples:  Approaches differences with an asset mindset  Is aware of outside-school factors that impact students  Notices common societal biases that impact students  Respects others’ lived experiences and cultures other than their own  Cognizant of the impact their words have as a teacher  Other: | |

**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 (Most Students)**

* No instructors, cooperating teachers, or advisors report disposition alerts about the candidate.

# **Level 2: Dispositions Alert (Some Students)**

* Instructor(s), advisor(s), or cooperating teachers report a disposition alert for one or more indicators on the above dispositions rubric in a single semester.

**Action:** Student meets with the appropriate parties. A Dispositions Remediation Plan may or may not be put in place by the Discipline Coordinator and the student. After the meeting, after completing the task that caused the disposition alert, or after completing the remediation plan, the student moves back to Level 1.

**Level 3: Dispositions Concerns (A Few Students)**

* Multiple instructors and/or cooperating teachers report alerts for one or more indicators on the dispositions rubric in a single semester, or
* Disposition concerns have occurred in more than one semester, or
* A Level 2 Dispositions Remediation Plan was incomplete or unsatisfactory.

**Action:** The student will meet with the discipline coordinator (and other stakeholders if appropriate) to put a Dispositions Remediation Plan in place, including conditions whereby the student may move back to Level 2 and 1.

# **Unacceptable Dispositions (An Occasional Student)**

* Multiple Dispositions alerts have accumulated over the past semesters, or
* A student commits an egregious act that is deemed gross misconduct. This may include but is not limited to insubordination, profanity, unsafe behavior, etc., or
* A Level 3 development plan was incomplete or unsatisfactory, or
* A student is recommended for removal from the school (by the school, cooperating teacher, university supervisor, discipline coordinator, etc.)

**Action:** Student is removed from the placement 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 that they are given for reinstatement.

**For program use:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date report received: |  | | Date of meeting: |  |
| Participants at meeting: |  | | | |
| Level of Disposition Alert (1, 2, 3): | |  | | |

**Remediation plan:**

Method of Assessing the success of the Remediation Plan:

|  |  |
| --- | --- |
| Date by which Teacher Candidate’s Remediation is to be re-assessed: |  |

Consequences if plan is not satisfactory met:

By signing this form, you indicate that you have met with the Program Director, that you have been advised of and understand the professional expectations, and that you have collaborated with the Program Director in creating the above outlined remediation plan. Your signature also indicates that you understand the requirements of the remediation plan and the consequences of not adhering to the remediation plan.

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| --- | --- | --- | --- | --- |
| Student signature: |  | | Date: |  |
| Program Director/Coordinator signature: | |  | Date: |  |

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| --- | --- | --- |
| **Post-Remediation Follow-Up** | | |
| Date: |  |  |
| Outcome of plan: | | |