

University of Wisconsin-Whitewater – College of Education – Office of Field Experiences  
**Initial Programs Dispositions Inventory (IPDI)**

## **GENERAL INFORMATION**

In addition to assessing the knowledge and skills of students preparing to be teachers, the Wisconsin Department of Public Instruction (DPI) and the National Council for the Accreditation of Teacher Education (NCATE) also require that students be assessed with respect to “dispositions” (or “attitudes”) that are associated with being an effective teacher. The **Initial Programs Dispositions Inventory (IPDI)** is intended to assess the dispositions of students during their student teaching, graduate practicum or “on-the-job” practicum. This instrument is designed to complement other strategies that are already in place to assess dispositions, such as items included in the evaluation instrument completed by cooperating teachers.

*Feedback about the IPDI is always welcomed.* Share your opinions and insights with the Office of Field Experiences, by email ([fieldexperiences@uww.edu](mailto:fieldexperiences@uww.edu)), telephone (262-472-1123), fax (262-472-1500) or mail (UW-Whitewater, 800 W. Main St., Whitewater, WI 53190).

## **INFORMATION FOR COOPERATING TEACHERS**

Cooperating teachers are asked to complete the **IPDI** for their student teacher near the end of the placement at approximately the same time that they complete the student teaching evaluation form. Depending on program, student teachers may have one, two, or three cooperating teachers during their full semester placement, and each cooperating teacher is asked to complete the **IPDI**. The completed **IPDI** should be returned directly to the Office of Field Experiences along with the student teaching evaluation forms.

## **INFORMATION FOR STUDENT TEACHERS**

Student teachers are asked to complete the **IPDI** as a “self-assessment” near the end of each of their one, two, or three different placements. The completed **IPDI** should be returned directly to the Office of Field Experiences (UW-Whitewater, 2038 Winther Hall, 800 W. Main St., Whitewater, WI, 53190).

## **INFORMATION FOR UNIVERSITY SUPERVISOR**

University supervisors are asked to complete one **IPDI** for each student teacher they supervise near the end of the semester and to return it to the Office of Field Experiences.

## **SUGGESTED USES OF INITIAL PROGRAMS DISPOSITIONS INVENTORY FOR ENRICHMENT**

We recommend that the cooperating teacher consider using the dispositions measured in the **IPDI** as a monthly topic of conversation with his or her student teacher. We also recommend cooperating teachers, student teachers, and (when possible) university supervisors meet together to compare, discuss, and reflect upon how each person completed the **IPDI** for the student teacher.

**Initial Programs Dispositions Inventory (IPDI)**

Fall

Spring

Summer

**PLEASE PRINT**

Student Teacher's Name: \_\_\_\_\_ Student Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student ID Number: \_\_\_\_\_ Student's Major: \_\_\_\_\_

Cooperating Teacher's Name: \_\_\_\_\_ Cooperating Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor's Name: \_\_\_\_\_

Location (school or center) of placement: \_\_\_\_\_

Length of placement: \_\_\_\_\_ Complete semester/18 weeks \_\_\_\_\_ One quarter/9 weeks \_\_\_\_\_ 6 weeks

The attached **Initial Programs Dispositions Inventory** was completed by the following person who is named above:

\_\_\_\_\_ Student Teacher

\_\_\_\_\_ Cooperating Teacher

\_\_\_\_\_ University Supervisor

**DIRECTIONS:**

This form should be completed independently by the **student teacher** and by his or her **cooperating teacher** for **EACH** placement. It should be completed near the end of the placement. Depending on program, a student teacher may have

- one placement for entire semester (approximately 18 weeks)
- two placements during the semester (approximately 9 weeks each)
- three placements during the semester (approximately 6 weeks each) [Early Childhood Education program only]

This form should also be completed by the **university supervisor** **ONE** time. It should be completed near the end of the semester.

Please return the **Initial Programs Disposition Inventory** to:

**Office of Field Experiences  
University of Wisconsin-Whitewater  
2038 Winther Hall  
Whitewater, WI 53190-1790**

# INITIAL PROGRAMS DISPOSITIONS INVENTORY

Who is completing this form?

- Student  
 Cooperating Teacher  
 University Supervisor

Print Name of Student

Print Name of Cooperating Teacher

Print Name of University Supervisor

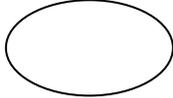
Date Form Completed

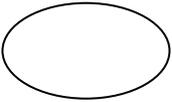
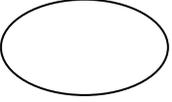
## Directions

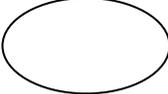
The instrument below specifies seven dispositions to be assessed, using a 1-to-4 scale. In general,

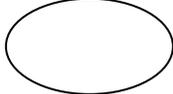
- 0 indicates that there is **no basis for judgment**  
 1 designates **MINIMAL/UNACCEPTABLE**  
 2 designates **BASIC**  
 3 designates **PROFICIENT**  
 4 designates **ADVANCED**

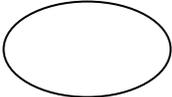
The rubrics contain a number of descriptors to assist you in determining a **single, holistic** score for each of the seven dispositions. For a given disposition, descriptors from different columns may characterize the student, so you will need to exercise your professional judgment in determining a single score for the disposition. If helpful, you can first determine sub-scores (0, 1, 2, 3, 4). However, the overall scores that you enter into the circle for each disposition must be a whole number (0, 1, 2, 3, or 4). If you find that you do not have sufficient experience with the student to determine a score for any particular disposition, please enter "0" (no basis for determination) in the score box.

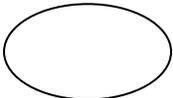
Disposition	Sub-Score (Optional)	0 No Basis for Judgment	1	2	3	4
<b>Disposition 1</b> Values evidence-based, student (client)-focused practice.  <b>WHOLE NUMBER SCORE:</b> 			Exhibits little concern for student involvement in learning.	Exhibits some concern for student involvement in learning, but analysis is sporadic.	Analyzes student involvement in learning.	Systematically analyzes student involvement in learning and incorporates this analysis in planning future lessons.
			Makes little effort to link professional decisions to student learning.	Is aware that decisions affect student learning but does not consistently draw cause-effect conclusions.	Determines the effect of decisions on student learning.	Links specific learner outcomes to instructional decisions and modifies future decisions accordingly.
			Does not purposely create positive learning environments appropriate for all learners.	Creation of positive learning contexts is inconsistent and does not reflect the needs of all students.	Creates positive learning contexts appropriate for most learners.	Systematically creates positive learning contexts appropriate for all learners.
			Makes little attempt to inform practice through research.	Research is used but infrequently to inform practice.	Routinely engages in research-based practice.	Actively and consistently seeks and uses results of research to inform instructional practice.
			Makes little effort to collect, analyze, or use assessment data to inform instruction.	Assessment data is somewhat used to inform practice.	Routinely uses assessment data to inform instruction.	Systematically collects, analyzes, and uses assessment data to inform instruction.
			Professional decision-making is based exclusively on personal preference rather than on student needs.	Professional decision-making is based on personal preferences as well as student needs.	Focuses professional decision-making around student needs rather than personal preference.	Demonstrates consistent student-focused orientation based on student needs rather than personal preference.

Dispositions	Sub-Score (Optional)	0 No Basis for Judgment	1	2	3	4
<b>Disposition 2</b>  Values professional collaboration and consultation  <b>WHOLE NUMBER SCORE:</b>  			Does not collaborate well on behalf of students and the school.	Collaborates but infrequently on behalf of students and the school.	Willingly collaborates on behalf of students and the school.	Actively seeks opportunities to collaborate on behalf of students and the school.
			Does not seek information and assistance from others on behalf of students.	Infrequently seeks information and assistance from others on behalf of students.	Frequently seeks information and assistance from others on behalf of students.	Actively and continuously seeks information and assistance from others on behalf of students.
			Provides no leadership with projects and activities, or, when doing so, does not do so in a fair and equitable manner.	Provides limited leadership with projects and activities in a fair and equitable manner.	Demonstrates some leadership with projects and activities in a fair and equitable manner.	Seeks opportunities for leadership with projects and activities and conducts them in a fair and equitable manner.
			Rapport is poor and there is no attempt to develop appropriate relationships.	Positive rapport and appropriate relationships inconsistent across constituencies.	Establishes positive rapport and appropriate relationships with students, teachers, support personnel, and other constituencies.	Establishes outstanding rapport in the development of relationships with students, teachers, school support personnel, and other constituencies.
Dispositions	Sub-Score (Optional)	0 No Basis for Judgment	1	2	3	4
<b>Disposition 3</b>  Practices effective self-management.  <b>WHOLE NUMBER SCORE:</b>  			Frequently absent and/or not punctual for professional activities and assigned duties.	Absent and/or not punctual for some professional activities and assigned duties.	Is usually present and punctual for professional activities and assigned duties.	Is present and punctual for all professional activities and assigned duties.
			Is frequently not prepared for assigned duties and activities.	Is sometimes not prepared for assigned duties and activities.	Is usually prepared for assigned duties and activities.	Is always well prepared for assigned duties and activities.
			Demonstrates a clear lack of leadership, self-respect and responsibility in professional roles.	Is sometimes lacking in leadership, self-respect and/or responsibility in professional roles.	Usually shows leadership, self-respect and responsibility in professional roles.	Always shows leadership, self-respect and responsibility in professional roles.
			Blatantly uses the intellectual property of others without permission and/or acknowledgment.	Sometimes borrows the intellectual property of others without permission or acknowledgement.	Usually honors the intellectual property of others.	Always honors the intellectual property of others.
			Violates confidentiality of meetings and/or records.	Sometimes demonstrates lack of awareness of confidentiality rules and policies with respect to private meetings and/or records.	Maintains confidentiality of private meetings and records.	Is very knowledgeable about confidentially rules and policies and always maintains confidentiality of private meetings and records.
			Personal grooming is consistently lacking and dress is inappropriate.	Personal appearance sometimes does not reflect standards for professional grooming and appropriateness.	Personal appearance is professional and appropriate.	Personal appearance is always tasteful, professional, and appropriate.
			Frequently demonstrates lack of self-control and/or reacts inappropriately.	Occasionally demonstrates lack of self-control and/or inappropriate reactions.	Usually demonstrates self-control and appropriate reactions.	Maintains a high level of self-control and appropriate reactions.
			Consistently uses inappropriate and unprofessional language that is profane and/or derogatory.	Occasionally uses profane and/or derogatory language.	Communication is free of profane or derogatory language.	Excellent oral communication skills that are free of profane or derogatory language.

Dispositions	Sub-Score (Optional)	0 No Basis for Judgment	1	2	3	4
<b>Disposition 4</b>  Interacts at a professional level.  <b>WHOLE NUMBER SCORE:</b>  			Writing skills are poor and limited for various purposes and audiences.	Writing is sometimes not clear for various purposes and all audiences.	Writes clearly for most purposes and audiences.	Writing skills are exceptional and appropriate for various purposes and audiences.
			Speaking ability ineffective for most purposes and audiences.	Limited speaking ability for some purposes and audiences.	Speaks effectively for most purposes and audiences.	Oral skills are exceptional and highly effective for various purposes and audiences.
			Does not listen with purpose.	Listening ability is inconsistent.	Usually listens with purpose.	Listens well with purpose.
			Does not use technology effectively in professional roles.	Use of technology is somewhat effective but limited in professional roles.	Uses technology effectively in professional roles.	Has in-depth knowledge base in instructional technology and makes excellent use of technology in professional roles.
			Does not model clear communication to various constituencies.	Ability to model clear communication to all constituencies is limited.	Usually models clear communication to all constituencies.	Consistently models clear communication to all constituencies.

Dispositions	Sub-Score (Optional)	0 No Basis for Judgment	1	2	3	4
<b>Disposition 5</b>  Demonstrates commitment to learning as a lifelong pursuit.  <b>WHOLE NUMBER SCORE:</b>  			Is not receptive and/or responsive to professional feedback.	Occasionally not receptive and/or responsive to professional feedback.	Is receptive and responsive to professional feedback.	Actively seeks out professional feedback.
			Rarely reflects critically on professional performance and makes little attempt to adjust performance.	Critical reflection on professional experiences and adjustment in performance is sporadic.	Usually reflects on professional experiences and adjusts performance accordingly.	Continuously critically reflects on professional experiences and adjusts performance accordingly.
			Never seeks out opportunities for professional growth.	Occasionally seeks out opportunities for professional growth.	Seeks out opportunities for professional growth.	Continuously seeks out opportunities for professional growth.
			Exhibits no knowledge of the evolving nature of the professions in education.	Sometimes does not exhibit knowledge of the evolving nature of the professions in education.	Stays current with the evolving nature of the professions in education.	Stays current with the evolving nature of professions in education as a priority.

Dispositions	Sub-Score (Optional)	0 No Basis for Judgment	1	2	3	4
<b>Disposition 6</b>  Respects the legal and ethical norms of the profession.  <b>WHOLE NUMBER SCORE:</b>  			Demonstrates little knowledge of and/or is not compliant with legal requirements of educational environments.	Has a partial knowledge of and usually complies with legal requirements of educational environments.	Knows and complies with legal requirements of educational environments.	Has an in-depth understanding of and complies with legal requirements of educational environments.
			Violates confidentiality communications and/or records.	Sometimes demonstrates lack of awareness of confidentiality rules of communications and records.	Maintains confidentiality of communications and records.	Is very knowledgeable about confidentiality rules and policies and always maintains confidentiality of communications and records.
			Is often dishonest and/or untruthful in dealing with students, teachers, administrators and other constituencies.	Is not always truthful and/or honest with all constituencies.	Is truthful and honest in most situations.	Is consistently truthful and honest in dealing with students, teachers, administrators and all other constituencies.
			Shows no respect for the ethical and moral values of the student, school, and/or community.	Occasionally does not demonstrate respect for the ethical and moral values and concerns of the student, school, and/or community.	Respects the ethical and moral values and concerns of the student, school, and community.	Demonstrates a high level of respect for the ethical and moral values and concerns of the student, school, and community.

Dispositions	Sub-Score (Optional)	0 No Basis for Judgment	1	2	3	4
<b>Disposition 7</b>  Demonstrates equitable treatment and respect for all individuals.  <b>WHOLE NUMBER SCORE:</b>  			Knowledge of the different ways people learn is not evident in planning and actions.	Responses to the different ways that people learn are not always evident in planning and actions.	Usually responds to the different way people learn in planning and/or action.	Responds to the different ways that people learn in both planning and action.
			Is insensitive to student differences.	Is not always sensitive to student differences.	Is sensitive to student differences.	Is highly sensitive to student differences.
			Demonstrates a clear lack of respect for the cultures of all.	Minimally respects the cultures of all.	Respects the cultures of all.	Demonstrates great respect for the cultures of all constituencies.
			Is blatantly disrespectful in the treatment of others.	Sometimes does not treat others with dignity and respect.	Usually treats others with dignity and respect.	Always treats others with dignity and respect.
		Does not adjust and/or revise plans to meet student needs.	Sometimes adjusts and revises plans to meet student needs.	Usually adjusts and revises plans to meet student needs.	Continuously adjusts and revises plans to meet student needs.	
		Does not advocate for learners and families.	Occasionally advocates for learners and families.	Advocates for all learners and families.	Assertively advocates for all learners and families.	