



## Education Department

12/12/11

### Assessing Candidates' Dispositions: Policy and Procedures

Dispositions Inventory for [candidate's name]: \_\_\_\_\_  
Course: \_\_\_\_\_ Date: \_\_\_\_\_

Completed by [EDUC faculty member's name]: \_\_\_\_\_

[check boxes that apply]

- All dispositions demonstrate Basic or Proficient rubrics
- Selected dispositions demonstrate Distinguished rubrics (circled on inventory below)
- Selected dispositions demonstrate Unsatisfactory rubrics (circled on inventory below)
  - Candidate has been notified about disposition deficiencies identified and given written notice that deficiencies in dispositions will likely result in not being admitted to the teacher education program.

**Please note: The following is an elaboration of a policy and procedure established spring 2004.**

- EDUC FTE instructors of EDUC 203, SPED 207 and EDUC 242 respectively will complete the attached inventory for all students enrolled in the respective courses each semester.
- At the discretion of the respective instructors, individual students will be notified about disposition deficiencies identified in their respective inventories; included will be written notice that deficiencies in dispositions will likely result in not being admitted to the teacher education program.
- Complete inventories will be placed in a comprehensive data file – copies of individual candidate's inventories will be placed in their respective EDUC files which are initially established when the candidate declares an interest in pursuing one or more certification programs.
- When individual candidates apply for the Program prior to EDUC 348 junior year, the compilation of their completed inventories (as well as the inventories on the application forms completed by faculty members whose recommendations were solicited by the candidate) will be reviewed by the EDUC faculty member who will recommend to the Department as a whole to or not to admit the candidate.
- Candidates who are not recommended for admission based primarily on a review of dispositions data will have this data reviewed by the department as a whole prior to any notification to the candidate about pending action on the application.
- The department will decide as a whole whether or not to admit any candidate whose dispositions are deemed deficient.

Dispositions Rubrics<sup>1</sup>

Unsatisfactory	Basic	Proficient	Distinguished
<b>Values Learning and Knowledge</b>			
<b>ATTENDANCE</b>			
Exhibits a pattern of tardiness or absence.	Occasionally misses class.	Consistently attends class and is on time.	Arrives at class early.
Fails to contact instructor to make arrangements for missed work.	Tries to notify instructor if going to be absent.	Usually notifies instructor in advance or arranges to meet instructor following a missed class.	Always makes prior arrangement when absence is necessary.
Gives no reason for missing class. Sometimes disrupts class by arriving late.	Contacts instructor following absence with reason for absence.	Usually gives reason for absence.	Submits assignments prior to absences and/or follows up to complete missed work.
Does not arrange with classmates or instructor to secure handouts or materials presented in class	Sometimes arranges with classmates or instructor to secure handouts or materials presented in class	Often arranges with classmates or instructor to secure handouts or materials presented in class	Consistently arranges with classmates or instructor to secure handouts or materials presented in class
<b>IN CLASS PERFORMANCE</b>			
Inattentive in class.	Is attentive to what is happening in class.	Actively engaged and interested in class activities.	Shows initiative in class activities.
May fall asleep, read newspaper, or attend to other materials not related to class.	Attention is focused on class-related materials and activities.	Volunteers to respond to questions.	Applies knowledge to other situations and makes connections with previous learning.
Rarely participates in class discussions.	Responds appropriately when called on.	Participates in discussions. Stays focused.	Asks questions showing intellectual interest.
May distract others in the class with behaviors or talking.	Does not distract others in the classroom.	Has done necessary preparation for class	Seeks to extend understanding through higher-level thinking.
Predominately participates inappropriately in class.	With few exceptions, participates appropriately in class	Predominately participates appropriately in class.	Class participation is nearly always exemplary.
<b>CLASS PREPARATION</b>			
Work completed with little attention to quality. May be sloppy and/or contain errors.	Assignments completed correctly and with accuracy.	Work is completed with attention to detail, is sequential, and is logical.	Work is exceptional quality.
Emphasis is on getting work done rather than learning.	Work shows basic grasp of the assignment's intent.	Shows evidence of thoughtful analysis of the assignment.	Shows a desire to pursue the intended learning at a deep level.
Assignments are sometimes late or missing. Procrastinates.	Meets assignment deadlines adequately.	Work shows that adequate time and planning were allocated.	Work shows evidence of personal reflection and revision.
Uses current knowledge rather than additional resources to complete work.	Makes use of resources provided to complete work.	Seeks new resources and additional information to complete work.	Uses an array of quality resources to add to the scope and depth of project.
<b>Values Diversity</b>			
<b>RELATIONSHIPS WITH OTHERS</b>			
Usually works only with those of similar ability, race, gender, or ethnicity.	Accepts others despite differences in ability, race, gender, or ethnicity.	Willingly works with others from different ability, race, gender, or ethnic groups.	Actively seeks opportunity to work with those of different ability, race, gender, or ethnicity.
Rarely interacts with others, especially those different than self.	Interacts with others in a polite, courteous, and professional manner.	Welcomes feedback and interaction with others.	Actively seeks interaction and feedback from variety of other people.
Main concern appears to be for self, with little concern for others.	Shows awareness of others' needs.	Shows genuine concern for others and their needs.	Has compassion for others, putting their needs ahead of his/her own.
Does not listen well.	Listens to others and understands them.	Listens carefully to others and respects their views.	Listens actively and values the opinions of others.
<b>Values Collaboration</b>			
<b>GROUP WORK</b>			
Puts forth minimal effort and fails to do a fair share of the work.	Does a fair share of the work. Accepts responsibility.	Contributes ideas and efforts to the group.	Promotes group goals by contributing above and beyond expectations.
Attendance at group meetings is uneven or absent.	Attends group meetings.	Comes to meetings prepared and on time.	Comes early to help facilitate group meetings and is well prepared.
Shows little regard for other people or their ideas.	Accepts ideas of others.	Incorporates ideas of others into the group's activities.	Encourages the use of ideas from all.
May actually be a roadblock for getting a project completed. Does not relate well with others.	Relates adequately with others and performs basic group responsibilities.	Relates well to others and promotes group success.	Does everything possible to ensure success for the group.

<sup>1</sup>Adapted from Valerie "Wayda and Jacalyn Lund, "Assessing Dispositions: An Unresolved Challenge in Teacher Education," *Journal of Physical Education, Recreation & Dance*, January 2005, p. 36-37, by the Department of Teaching and Social Services, Bethany College, WV, 2/17/05.

## Dispositions Rubrics (continued)

Unsatisfactory	Basic	Proficient	Distinguished
Values Professionalism			
<b>PROFESSIONAL DEVELOPMENT AND INVOLVEMENT</b>			
Unaware of professional organizations and/or professional publications.	Aware of professional organizations and/or professional publications.	References or makes use of professional organizations or publications.	Actively involved with professional organizations and publications.
Shows little or no interest in professional activities or events.	Occasionally participates in professional activities or events.	Willingly participates in professional activities or events.	Seeks opportunities to be involved in professional activities or events.
Attends only when mandatory. Little interest in growing professionally.	Sees the importance of professional growth.	Belongs to professional organization(s).	Takes a leadership role in professional organization(s).
Attends only when mandatory. Little interest in growing professionally.		Values professional growth.	Makes professional growth a high priority.
<b>RESPECT FOR SCHOOL RULES, POLICIES, AND NORMS</b>			
Unaware of school rules and policies.	Aware of school rules and policies.	Knows school rules and policies. Follows them consistently.	Follows school rules and policies and encourages others to.
Sometimes disregards known policies or restrictions.	Usually follows them without being reminded by others.	Understands the purpose of regulations and respects their intent.	Shows exemplary patterns of behavior with respect to rules and policies dealing with dress, behavior, or other aspects of school operation.
Wants exceptions to be made for himself/herself, or tries to get around established rules of behavior, dress, etc. – i.e. rules were made for others.	Accepts reminders for breaches of rules or policies, and does not attempt to circumvent them in his/her patterns of behavior, dress...	Accepts responsibility for breaches of rules or policies.	Asserts responsibility for breaches of rules or policies.
<b>COMMUNICATION</b>			
Uses incorrect grammar in oral and/or written communications.	Usually uses correct grammar in oral and/or written communication.	Uses correct grammar in oral and/or written communication.	Speaking and writing is flawless in terms of grammatical correctness.
May use slang, profanity, inappropriate vocabulary, or offensive language.	Generally uses language that is appropriate and not offensive.	Communication is free of offensive or inappropriate language.	Language usage is conventional and respectful.
Does not express ideas clearly. May display distracting language habits (e.g., repetition of words or phrases).	Can convey ideas accurately.	Uses language to express ideas very effectively regardless of the age of the listener.	Is articulate and/or persuasive when expressing ideas.
Values Personal Integrity			
<b>EMOTIONAL CONTROL/RESPONSIBILITY</b>			
Emotions not under control. May lose temper and show outbursts of anger.	Maintains basic control of emotions.	Displays steady emotional temperament, even in potentially volatile situations.	Always maintains composure regardless of circumstances.
Is disrespectful of peers and others.	May show emotional reaction, but does not lose temper or control.	Is receptive to view-points of others and to their suggestions.	Respects the viewpoints of others and treats them with dignity even when not in agreement with them.
Does not take personal responsibility for his/her emotions and behaviors.	Is able to listen to the perspectives of others.	Holds self accountable for his/her emotions and behaviors.	Can be depended on to always be accountable and responsible for his/her own emotions and behaviors.
Blames others or outside factors for loss of emotional control.	Is responsible for his/her emotions and behaviors.	Displays a sense of humor and /or willingness to get along with others.	Consistently demonstrates emotional and behavioral responsibility.
<b>ETHICAL BEHAVIOR AND ROLE MODEL</b>			
Shows pattern of dishonest or deceitful behavior.	Is truthful and honest in dealing with others.	Is honest in dealing with others. Puts truth above personal need or advantage.	Is honest in dealing with others. Shows a passion for truth.
May sacrifice truth for personal advantage.	Uses discretion in keeping personal or professional confidences entrusted to him/her.	Always dependable in terms of keeping personal and professional confidences.	Can be counted on in all circumstances to keep personal and professional confidences.
Fails to use discretion in keeping personal confidences entrusted to him/her.	Strives to be trustworthy and keep his/her word.	Can be counted on to follow through and keep his/her word.	Is absolutely trustworthy and can be completely depended upon to keep his/her word.
Cannot be counted on to keep his/her work or to follow through as promised.	A sound role model with personal integrity.	Shows self to be a person of strong character.	A person of impeccable character.
Not someone you would like children to emulate or copy.	An acceptable role model of personal integrity.	A good role model of personal integrity.	Is an outstanding model of personal integrity.
Plagiarizes and/or cheats.	Actions come dangerously close to plagiarizing and/or cheating.	May inadvertently commit plagiarism and/or cheating.	Does not plagiarize or cheat.