

Dispositions and Professional Behaviors Checklist

NKU Field/ Clinical Experience Course _____ NKU Student's Name _____

Evaluator's Name _____ School Placement _____ Date _____

Circle: University Supervisor or Cooperating Teacher

Please refer to the back of this form for instructions and more detailed information about each broad category of dispositions. This form is designed to obtain your professional opinion regarding the performance and potential of the student with whom you recently worked. Please provide your overall best judgment for each major area by using the indicators provided (e.g. A1...) and marking an X on the appropriate number. A rating of "4" means that the student possesses most of the traits listed under the indicators. A rating of "6 or 7" indicates that you believe the person's performance and potential as a teacher are exceptional, among the best you have experienced. Conversely, a rating of "1 or 2" indicates your belief that the person's potential and performance as a teacher are low and they did not demonstrate many or most of the sample behaviors at this time. If you did not have an opportunity to observe the student's performance regarding any item, please put an "X" on the Not Observed (N) column. **The indicators and behaviors listed under the four major categories are used to make an aggregated professional judgment on each major category.**

Disposition/ Professional Behavior	Unacceptable (1)		Acceptable (4)			Exceptional (7)		Not Obs
	1	2	3	4	5	6	7	
A. Perception of Self	1	2	3	4	5	6	7	
A1. Identifies positively with others								
<ul style="list-style-type: none"> • Recognizes differences among others • Willing to work with students from all diverse backgrounds (race, gender, SES, language, learning styles, etc.) • Uses inclusive language • Demonstrates an interest in other people's lives 	1	2	3	4	5	6	7	N
A2. Is dependable/ punctual								
<ul style="list-style-type: none"> • On time • Prepared • Follows through • Prompt communication 	1	2	3	4	5	6	7	N
A3. Exhibits ethical behavior								
<ul style="list-style-type: none"> • Academic integrity • Follows ethical guidelines of professional association, P-12 school, COEHS, and NKU • Maintains confidentiality about students, peers, colleagues • Avoids gossiping 	1	2	3	4	5	6	7	N
A4. Displays positive attitude and enthusiasm								
<ul style="list-style-type: none"> • Willing to perform all tasks or learn how to complete them • Exhibits flexibility when dealing with adversity • Communicates positively 	1	2	3	4	5	6	7	N
A5. Has a professional appearance w/in school guidelines								
<ul style="list-style-type: none"> • Appears well-groomed • Professional attire sets candidate apart from students • Wears clothing consistent with teaching duties 	1	2	3	4	5	6	7	N
A6. Demonstrates leadership								
<ul style="list-style-type: none"> • Asks for assistance/clarification when needed • Exhibits initiative • Willing to take on tasks without being asked 	1	2	3	4	5	6	7	N
A7. Is open to constructive criticism								
<ul style="list-style-type: none"> • Open to other ideas and approaches • Asks for feedback after instruction • Adapts suggestions into instruction when appropriate • Responds maturely to criticism 	1	2	3	4	5	6	7	N

B. Perception of Others	1	2	3	4	5	6	7	
B1. Views all students as able to succeed <ul style="list-style-type: none"> Is willing to find ways to help all students achieve success Finds work/materials on different ability levels Teaches with a variety of approaches so that all students make progress 	1	2	3	4	5	6	7	N
B2. Collaborates positively with others <ul style="list-style-type: none"> Works well with others (instructional assistants, P-12 teachers and administrators, and NKU professors and peers) 	1	2	3	4	5	6	7	N
B3. Shows respect for others <ul style="list-style-type: none"> Consistently treats others in a respectful manner Works towards an equitable resolution if conflicts arise 	1	2	3	4	5	6	7	N
B4. Respects cultural diversity and individual differences <ul style="list-style-type: none"> Consistently responds to the needs of all students in an appropriate way. Seeks to infuse other cultural perspectives into lessons Accepts input from others, regardless of their backgrounds 	1	2	3	4	5	6	7	N
C. Perception of Purpose	1	2	3	4	5	6	7	
C1. Understands the long term goals of teaching and learning <ul style="list-style-type: none"> Focuses on the development of lifelong learning Demonstrates how lessons build on each other and where student learning is headed. Establishes challenging, yet attainable goals for all students 	1	2	3	4	5	6	7	N
C2. Creates a climate that promotes fairness and equity <ul style="list-style-type: none"> Demonstrates equality in instruction, participation, and involvement Establishes clear rules and consequences and consistently applies them 	1	2	3	4	5	6	7	N
C3. Committed to ongoing professional development <ul style="list-style-type: none"> Actively develops own content and pedagogy knowledge 	1	2	3	4	5	6	7	N
C4. Demonstrates commitment to developing the “whole” student <ul style="list-style-type: none"> Helps P-12 students meet their social, emotional, physical, and cognitive needs Shows understanding that the student must have basic needs met before learning can occur 	1	2	3	4	5	6	7	N
D. Frame of Reference	1	2	3	4	5	6	7	
D1. Primary focus on student learning <ul style="list-style-type: none"> Modifies lessons as they progress Maintains the focus on student success rather than lesson completion 	1	2	3	4	5	6	7	N
D2. Reflects on one’s performance <ul style="list-style-type: none"> Consistently reflects to refine teaching and learning Able to communicate when a lesson did or did not work well 	1	2	3	4	5	6	7	N
D3. Modifies instruction to increase student learning <ul style="list-style-type: none"> Demonstrates modifications to instruction based on student outcomes 	1	2	3	4	5	6	7	N

D4. Builds and maintains positive professional relationships with students <ul style="list-style-type: none"> • Develops and maintains student rapport • Creates a safe environment where the student positively responds to the teacher • Consistently maintains professional boundaries 	1	2	3	4	5	6	7	N
D5. Builds and maintains positive professional relationships with colleagues <ul style="list-style-type: none"> • Develops and maintains a professional relationship with the P-12 and university staff, instructors, and peers 	1	2	3	4	5	6	7	N
Comments on any of the above performance criteria:								

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Northern Kentucky University
College of Education and Human Services

Instructions: This form is used to assess key elements of students’ performance—their dispositions and professional behaviors. The form is designed to rely on the professional judgments of the student’s instructors, cooperating teachers, or supervising teachers. It is essential that the ratings provided are based on first hand observations and interactions with the students. It is essential to have fair and accurate professional judgments in order to assess student progress and design appropriate intervention and growth plans.

This assessment form addresses four major categories that have been shown to be associated with teacher effectiveness. Students are to be assessed on each of the four categories on a scale of 1 to 7. The scores on the major categories serve as a composite or aggregated judgment of a student’s dispositions and professional behaviors and are the only scores used by the college to assess the students. Hence the student’s aggregated score on the instrument, ranging from 4 to 28, (the sum of A. + B. + C. + D.) is used to gauge the current dispositions. The indicators (A1, A2...) and sample behaviors (On time, prepared, follows through...) are used as the basis for the professional judgment to score the major category.

The 1 to 7 scale is used to judge a student’s current, observable level of dispositions and professional behaviors. The following rubric should be used as the basis for the professional judgment:

Rating of 1 or 2	Rating of 4	Ratings of 6 or 7
<p>The student demonstrated a low level of the necessary professional behaviors and dispositions.</p> <p>I would not want this student as a teacher of a child of mine at this time.</p>	<p>The student demonstrated many/most of the behaviors and dispositions in the indicators and example behaviors. The student has the potential to develop into an effective teacher.</p> <p>Most students will fall into this category.</p>	<p>The student demonstrated an exceptional level of professional behaviors and dispositions that are among the highest I have observed.</p> <p>I would definitely want this student as a teacher of a child of mine.</p>

Background: There is a significant body of research indicating that teachers’ dispositions/perceptions about students, about teaching, and about themselves, strongly influence classroom culture and the impact they will have on student learning and development. Below is a brief description of four areas of dispositions that serve as the theoretical and research basis for this form and make up the dispositional element of the program’s conceptual framework.

Perceptions of self - A person’s self-perceptions are probably the most important factor relating to educator effectiveness. Simply stated, effective educators are confident in their ability to help people learn and they believe they have “what it takes” to handle the problems they confront. Another self-perception of effective teachers is the ability to *identify* with diverse individuals and groups. The best educators proactively find ways of individualizing learning environments to take into account individual, racial, cultural and generational differences.

Perceptions of others - Effective educators see people in essentially realistic and positive ways. They see students as generally dependable, able and worthy. Effective educators believe that when students are provided with the opportunity, they will more frequently than not do what's right, that students usually have the ability to cope and deal with their own problems and can be trusted.

Perceptions of purpose - The best educators see their job in a larger context as one of releasing a student's inner potential to become whatever her talents and interests might permit. They are concerned with how students will develop and behave, not only in class today or this year, but tens of years from now. They see their jobs as helping students grow into good world citizens and the kinds of neighbors we all want to live near.

Frame of reference - All educational situations involve both people and things. The best educators know that to make learning meaningful and useful, they must deal with the human aspects - the feeling, beliefs and attitudes of students. So good teachers listen to students' problems, try to make their classes challenging and non-threatening, display a sense of humor and realize that good teaching means that students grow not only in the quantity of knowledge but in their mental health as well.

Continuous assessment: The College of Education and Human Services is always striving to improve the ways in which it assesses students. If you have suggestions for improving the way we collect data or for improving this instrument, please let us know. Sent suggestions/comments to ryanc@nku.edu.

Evaluation of Candidates' Dispositions

Undergraduate Education Programs Continuous Assessment of Candidates' Dispositions

Dispositions: The professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues, and communities. Candidates (NKU students) will be introduced to the education programs' conceptual framework, including the dispositions information, in EDU 104. They will read and review human relations incidents, reflect on them, and then write a reflection of their own personal dispositions based on the information presented to them in the EDU 104 class.

The dispositions information will be taught to candidates again in the Admissions Field Experience, when they will review and further discuss the dispositions information. Candidates will also self-assess their dispositions based on the human relations incident they wrote in EDU 104. During the Admissions Field Experience the university supervisor will observe the candidates' interaction with P-12 students and then complete the admissions' dispositions checklist recommendation form. The cooperating teacher will also complete the admissions' recommendation form on each candidate. In addition, candidates will ask one professor (who can be an education, arts/science, or other professor) to complete the recommendation form. The recommendation forms will then be submitted to the Advising Center, as part of each candidate's admissions' application to the education programs. Candidates who are "waived" from the admissions' field experience will be required to have their recommendation forms completed by two professors (preferably at least one Arts/Science professor) and a P-12 teacher they have worked with during their observation hours.

During the admissions field experience, any candidate who is evaluated as 1, 2, or 3 on any of the criteria listed on the dispositions/professional behaviors checklist will be asked to meet with the university professor and/or admissions field experience coordinator to further discuss the evaluation. This discussion could lead to several outcomes, ranging from a "warning" about the candidate's behavior to deferral from being admitted to an education program.

When all three recommendation forms have been submitted for each candidate they will be reviewed by the admissions field experience coordinator. Any candidate who receives a 1, 2, or 3 on 25% or more of the completed criteria listed on the dispositions/professional behaviors checklist will be referred to the Associate Dean for Undergraduate Programs. The Associate Dean will then take the information about the candidate(s) to the Admissions Appeal Committee for further review and discussion to determine if the candidate should be admitted to an education program. The committee will make one of two decisions:

- a. Full admission based on information received
- b. Deferred Admission

If the candidate is recommended for deferral he/she can appeal that decision by bringing additional evidence to the Admissions Appeal Committee and petition for full admission. The admissions' committee is composed of the following: Associate Dean for Undergraduate programs (chair), admissions field experience coordinator, arts/science rep, coordinator of student teaching, TEC secretary, and TESL chair. Any candidates deferred for full admission can reapply during the next semester.

Once candidates are fully admitted and continue on to Professional Semester I, II, III (if appropriate) and student teaching they will be continuously assessed on dispositions in their respective practica. Using the same check list used by the admissions' field experience professor, candidates will be assessed in their practica/ student teaching by their professors and cooperating teachers. Any candidate who is evaluated as a 1, 2, or 3 on any of the dispositions/ professional behaviors criteria will meet with the appropriate field experience professor for discussion and mentoring. Any candidate who receives a 1, 2, or 3 on 25% or more of the completed criteria listed on the dispositions/professional behaviors checklist will be referred to the department chair and/or associate dean for further discussion and potential removal from the education program.

Each student's dispositions evaluations are available for all faculty to access and review as needed. The dispositions data will be aggregated and reviewed by the appropriate program faculty to make any needed program changes.