**Professional Characteristics and Dispositions Assessment Tool**

**for Students in Pre-Service Courses**

**Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ RU ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course/Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initial/Final**

This Professional Characteristics and Dispositions Assessment Tool will be used in HUMD 300, EDEF 320, EDUC 310, EDSP 360, EDSP 361 and EDRD 314. This tool is designed to help assess your professional disposition development. Becoming a “professional educator” involves hard work. Not only will you gain the knowledge and skills needed to be a professional educator, but you are expected to practice and demonstrate professional dispositions including effective written and oral communication skills; positive work habits, interpersonal skills, values, attitudes and beliefs toward education; the ability to work in collaborative settings; and, a commitment to respecting diversity.

**Student Responsibilities in the Dispositions Process**

You will complete a self-rating of your professional characteristics and dispositions at the beginning and end of the semester using this tool. At the beginning of the semester, following your self-rating, you will be asked to complete and submit the **Goal and Action Summary for Professional Characteristics and Dispositions Form** (found at the end of this document).At the end of the semester, you will again complete a self-rating and a short narrative that outlines the progress you have made in the areas where you identified growth and improvement would be beneficial.

**Professor/Instructor Responsibilities in the Dispositions Process**

A formal final evaluation of your professional dispositions development will be made by the professor/instructor at the end of the semester. Documentation of your progress will be noted. The professor/instructor will provide you with feedback on strengths and areas that can be improved upon.

At any time throughout the semester a professor/instructor may complete this assessment of your professional disposition development. This may occur if you are not meeting “acceptable” or “target” expectations.

Your professor/instructor will document their concerns by completing this assessment tool. This assessment should be accompanied by a description of the behavior and available documentation. The professor/instructor will notify the candidate that a form has been completed and will ask to conference with you. During the conference you will be asked to develop a plan of action (ideas and strategies) for improving the area(s) identified as not meeting “acceptable” or “target” expectations. Your progress toward improvement will be assessed and documented.

**KEY:**

* “3” is “target”/“exceeds expectations”, meaning the student consistently demonstrates/practices this behavior or disposition to a high degree
* “2” is “acceptable”/“meets expectations”, meaning the student usually demonstrates/practices this behavior or disposition at an appropriate level
* “1” is “unacceptable” /“does not meet expectations”, meaning the student frequently does not demonstrate/practice this behavior or disposition. *For each item deemed a “1” by the instructor, the student will be expected to write a plan of action to remedy that specific area. This plan is to be submitted to the instructor within five (5) calendar days after receiving the disposition form. A meeting must be held at a convenient time for the instructor to discuss the remediation plan and to establish a mutually agreed upon timeline for remediation.*
* *“*NA*” – Not applicable or observed in this course*
1. **Oral communication skills *(specific guidelines set forth in individual course syllabus and rubrics used for scoring formal course assignments)***
* **3 - Target:** Consistently expresses self clearly and uses Standard English with no or very few grammatical/mechanical errors
* **2 - Acceptable:** Usually expresses self clearly with some grammatical/mechanical errors in standard English
* **1 - Unacceptable:** Frequently fails to use standard English grammar in oral communications
* **NA -** *Not applicable or observed in this course*
1. **Written communication skills *(specific guidelines set forth in individual course syllabus and rubrics used for scoring formal course assignments)***
* **3 - Target:** Writing is consistently clear, organized, and well developed; contains no or very few grammatical/mechanical errors
* **2 - Acceptable:** Writing is usually organized, clear, and well developed; includes some grammatical/mechanical errors
* **1 - Unacceptable:** Writing is frequently unclear/unorganized/not well developed; includes multiple grammatical/mechanical errors
* **NA -** *Not applicable or observed in this course*
1. **Attendance and punctuality *(specific guidelines are set forth in individual course syllabus)***
* **3 - Target:** Perfect attendance; never or rarely tardy; never or rarely leaves class early
* **2 - Acceptable:** Meets minimal attendance guidelines as set forth in course syllabus; notifies professor if absence is necessary
* **1 - Unacceptable:** Exceeds attendance limits as set forth in syllabus, resulting in lowering of grade; frequently tardy or leaves class early; does not notify professor about absences
* **NA -** *Not applicable or observed in this course*
1. **Quality of work *(specific guidelines are set forth in individual course syllabus, rubrics, checklists for specific course assignments)***
* **3 - Target:** Consistently submits work on time; able to independently follow directions provided in creating/completing assignments and projects; reaches beyond the minimum and turns in excellent work
* **2 - Acceptable:** Usually submits work on time; work meets minimum requirements for acceptance
* **1 - Unacceptable:** Frequently submits work late; unable to follow directions independently in the completion of written work; work is of poor quality or incomplete
* **NA -** *Not applicable or observed in this course*
1. **Professional appearance *(specific guidelines designated by course professor/instructor as deemed appropriate for classroom, individual or group presentations)***
* **3 - Target:** Appearance is consistently appropriate; neat and well groomed; professional
* **2 - Acceptable:** Appearance is usually appropriate
* **1 - Unacceptable:** Appearance is frequently inappropriate
* **NA -** *Not applicable or observed in this course*
1. **Classroom Participation *(specific expectations set forth by course professor/instructor)***
* **3 - Target:** Consistently participates and interacts in classroom discussions and activities - often as a leader; demonstrates collaborative skills; comes to class well-prepared with assignments and materials (e.g., active listening; able to switch from leading to being a member; encouraging ideas; facilitating group in reaching goals); avoids inappropriate activities such as reading the newspaper, completing homework, sleeping, using laptops and cell phones – IMing, texting, and surfing the Internet
* **2 - Acceptable:** Usually participates and interacts in classroom discussions and activities; demonstrates collaborative skills; comes to class prepared with assignments and materials; avoids inappropriate activities such as reading the newspaper, completing homework, sleeping, using laptops and cell phones – IMing, surfing, texting.
* **1 - Unacceptable:** Frequently is apathetic or indifferent; disruptive or off-task; does not participate and interact in classroom discussion and activities (e.g., is not an active listener; unable to switch from leading to being a member; does not facilitate group in reaching goals); comes to class unprepared – without assignments and materials; frequently engages in inappropriate activities such as reading the newspaper, completing homework, sleeping, using laptops and cell phones – IMing, surfing, texting.
* **NA –** *Not applicable or observed in this course*

 7) **Critical thinking skills**

* **3 - Target:** Consistently synthesizes and applies concepts learned in the course
* **2 - Acceptable:** Usually shows some effort to synthesize and apply course concepts
* **1 - Unacceptable:** Makes no attempt to synthesize and apply course concepts
* **NA –** *Not applicable or observed in this course*

 **8) Quality of Interactions with Others and Respect for Others**

* **3 - Target:** Consistently applies critical perspective appropriately; is sensitive to the feelings and needs of others; courteous; demonstrates that he or she values the ideas of others; abides by rules and common etiquette; acts in the interests of others; demonstrates self-control in interactions
* **2 - Acceptable:** Usually is positive, courteous, and sensitive to the feelings and needs of others; sometimes does not value others’ ideas or ignores rules/common etiquette or acts out of self-interest
* **1 - Unacceptable:** Frequently overly negative or critical; insensitive to the feelings and needs of others; discourteous; does not show that he or she values ideas of others; may ignore rules or common etiquette; acts out of self-interest in most situations; may lack self-control in interactions
* **NA –** *Not applicable or observed in this course*

 **9)** **Responsive to constructive feedback**

* **3 - Target:** Consistently receptive; subsequent performances consistently show productive changes
* **2 - Acceptable:** Generally receptive; subsequent performances show some productive changes
* **1 - Unacceptable:** Frequently defensive and/or non-responsive and does not make changes to subsequent performances or behaviors
* **NA –** *Not applicable or observed in this course*

**10) Taking Initiative and Managing Workload**

* **3 - Target:** Consistently demonstrates resourcefulness; self -directed; manages the demands/workload associated with this course well
* **2 - Acceptable:** Usually demonstrates independence; does not require supervision to implement ideas, complete assignments; manages the demands/workload of this course
* **1 - Unacceptable:** Frequently passive, depends on others; needs supervision to implement ideas; does not manage course workload well (e.g., by complaining, becoming angry, withdrawing)
	+ - **NA –** *Not applicable or observed in this course*
1. **Commitment to Diversity and Equity**
* **3 - Target:** Consistently demonstrates a willingness to understand and explore diversity issues and multiple perspectives; values differing viewpoints
* **2 - Acceptable:** Demonstrates emerging willingness to learn more about diversity and teaching from multiple perspectives; generally values differing viewpoints
* **1 - Unacceptable:** Frequently demonstrates a limited willingness to explore diversity issues and multiple perspectives; does not value differing viewpoints
* **NA –** *Not applicable of observed in this course*

I understand my responsibility to develop and maintain professional behaviors and dispositions that are

associated with career professionals in education. I also understand that my development toward the

acquisition of such professional dispositions will be part of the assessment process.

**Student Comments:**

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Student’s Signature Date

**General Comments:**

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Professor’s Signature Date

**Goal and Action Summary for Professional Characteristics and Dispositions**

This Goal and Action Summary should be completed and the submitted to your professor/instructor following your self-rating at the beginning and end of the semester.

**Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ RU ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course/Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initial /Final**

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| **Briefly list and description two areas of strength that you identified:**   |

* **Based on your self-rating, identify at least two areas in which you fell improvement is needed. Identify what you will do to improve in these areas.**

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| **Description of Area Needing Improvement: Why do you think improvement is needed?** |
| **Plan for Improving in this Area: What you will do to demonstrate improvement?** |

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