

### **Teacher Education Dispositions Assessment Categories and Examples**

The following categories of dispositions will be assessed. Examples of behaviors that might be consistent with positive and negative dispositions are given. This list is meant to be illustrative of possible dispositions but is neither intended to be exhaustive nor prescriptive.

#### **Legal/Ethical Conduct**

##### Positive Examples:

- Knows and adheres to Pennsylvania Professional Code of Ethics, copyright, and privacy laws
- Adheres to Professional Codes of Ethics of Pennsylvania, Pitt-Greensburg, and specific Professional Organization(s) of the program
- Is honest
- Demonstrates ethical behaviors

##### Negative Examples:

- Engages in illegal or unethical conduct involving minor children or which would be grounds for dismissal from a teaching position
- Fails to maintain privacy and confidentiality of student information
- Violates the University Code of Student Conduct

#### **Attendance/Punctuality**

##### Positive Examples:

- Meets professional expectations through punctuality and preparation
- Calls/Emails *in advance* when absent or running late

##### Negative Examples:

- Is frequently late or absent except when excused in advance
- Gives excuses rather than taking responsibility for attendance

#### **Professional Appearance and Demeanor**

##### Positive Examples:

- Meets professional expectations through appropriate dress
- Maintains professional appearance
- Demonstrates enjoyment in the content of the discipline
- Is personable
- Is energetic
- Is confident

##### Negative Examples:

- Fails to act or dress according to the standards of the school where the candidate is placed
- Fails to maintain composure in the classroom

#### **Reliability/Dependability**

##### Positive Examples:

- Demonstrates the value of preparation through the planning of meaningful lessons/units responsible
- Demonstrates dedication

##### Negative Examples:

- Frequently fails to complete assignments, duties, and tasks on time
- Gives excuses rather than responsibility for actions

## **Interactions with Others**

### Positive Examples:

- Is respectful during interactions with school students, educational personnel & families
- Works collaboratively with others (colleagues, supervisors, cooperating teachers)
- Meets professional expectations through language and interpersonal skills
- Demonstrates a belief in classroom learning communities in which collaborative decision-making, inquiry, and individual responsibility to the group are valued

### Negative Examples:

- Fails to interact in a positive and professional manner with students, peers, teachers, university personnel, and others

## **Fairness/Lack of Bias**

### Positive Examples:

- Treats individuals equal
- Collaborates with all appropriate individuals in planning for the success of students with exceptional needs
- Exhibits an understanding & acceptance of diversity

### Negative Examples:

- Shows overt bias, prejudice, or lack of fairness toward certain students or groups of people

## **Safety/Responsible Conduct**

### Positive Examples:

- Cares for the students' well being
- Displays positive relationships with children

### Negative Examples:

- Acts in a dangerous or irresponsible manner that might put students at risk

## **Flexibility/Adaptability/Openness to Feedback**

### Positive Examples:

- Seeks out, reflects, and acts upon feedback from students, cooperating teacher, supervisor, and peers
- Is flexible

### Negative Examples:

- Is unable to adapt teaching to changing classroom circumstances
- Reacts defensively or antagonistically to feedback about performance

## **Communicative Effectiveness**

### Positive Examples:

- Displays an appropriate sense of humor
- Writes & speaks clearly
- Is professional during educational interactions
- Is easily understood
- Conveys an appropriate tone
- Listens carefully and actively
- Communicates clearly and appropriately with students, families, supervisor, cooperating teacher and other school personnel
- Follows appropriate channels of communication

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Negative Examples:

- Makes frequent errors in oral and/or written communications with students, peers, teachers, university personnel, and others

**Commitment to Student Learning**

Positive Examples:

- Demonstrates a belief that all students (including students with disabilities/linguistic/cultural diversity) can learn at high levels
- Abides by FERPA (Federal Educational Rights and Privacy Act)
- Presents information in a positive manner

Negative Examples:

- Makes negative comments about students' abilities to learn
- Unable to adapt instruction to meet varying needs and abilities

**Commitment to Improving Teaching Performance**

Positive Examples:

- Self-regulates & modifies professional behavior based upon feedback
- Seeks & accepts critical feedback from peers, supervisors, faculty, students & students' families

Negative Examples:

- Makes no effort to improve instructional practices and teaching activities

**Commitment to Profession**

Positive Examples:

- Demonstrates enjoyment of the profession of educator
- Demonstrates a commitment to ongoing professional development through use of literature and growth opportunities
- Is aware of & involved with professional organizations, publications & activities
- Exhibits curiosity about the profession
- Cares for the profession

Negative Examples:

- Exhibits poor attitude toward the discipline and/or teaching profession

1=DOES NOT MEET PROFICIENCY	Candidate has not displayed acceptable dispositions OR has not demonstrated an adequate level of professional behaviors as defined by the program OR has displayed behaviors counter to those accepted as professional dispositions.
2=PARTIALLY PROFICIENT	Candidate displays acceptable dispositions as defined by the program in an inconsistent fashion OR is developing the dispositions in a positive fashion. More attention and focus is required of this Candidate.
3=PROFICIENT	Candidate consistently and effectively displays appropriate dispositions as defined by the program.
4=EXEMPLARY	Candidate consistently and effectively displays appropriate dispositions as defined by the program at a level expected of practicing professional educators.

Adapted from: The Disposition Rubrics/Expectations of Purdue University and Millersville University of PA

**University of Pittsburgh at Greensburg – Teacher Education Program  
Disposition Deficiency Protocol**

1. Upon receiving a written report of disposition deficiency, a meeting is arranged between the student and the Director of the program in which the student is enrolled.
2. At meeting the following actions are to be carried out:
  - a) Discuss report filed and the nature of disposition deficiency
  - b) Ask student if they understand the severity of the offense
  - c) Have student explain in their own words what occurred
  - d) Within one week, have student submit in writing a description of what occurred and a personal plan for how they will remedy the deficiency
  - e) Discuss the disciplinary active to be taken
3. The Director of the program in which student is enrolled will prepare a written report of the meeting's outcome and subsequent disciplinary action taken. The written report will be filed in the student personal record folder maintained by the Education Office.
4. Students have the right to appeal to Dr. Jackie Horrall, Vice President of Academic Affairs and the Academic Standards Committee.