

Professional Behavior and Disposition Evaluation¹
San Diego State University
Department of Special Education

Candidate's Name _____ RED ID _____

External/Supervising Evaluator _____

Source of Information (please check all that apply)

Observation of Student Enrolled in an SDSU Course(s) _____

Observation of Student Working with Children _____

Information Obtained from Supervising Teachers _____

Other (Please describe in detail in the section below) _____

In the box below, please include additional detail about the source of information including name of course, dates of observation, location, documentation or records you may have kept and names and contact information of any individuals who may validate and confirm your observations. If you checked "Other" above, please include a detailed description of the source of your information.

Instructions

Using the rating code below, please rate the student on each Professional Behavior and Disposition described below using the Professional Behavior & Disposition Rating Code below.

Professional Behavior & Disposition Rating Code

- 1 = recommend a full review and evaluation of this candidate for a determination of acceptability for a teaching credential and future placement or employment working with children in an educational or clinical setting
- 2 = demonstrates a significant need for improvement in this area
- 3 = some improvement is recommended in this area
- 4 = no improvement needed; candidate demonstrates acceptable or exemplary professional conduct in this area
- NR = unable to respond to this item (may not be applicable or you may not had the opportunity to observe the candidate under conditions that would allow you to make a judgment)

Disposition	Professional Behavior & Disposition	Supervisor/ Instructor Rating	Student Rating
Preparation	<ul style="list-style-type: none"> Displays evidence of having prepared for work or tasks required in class or placement Displays evidence of having completed required assignments for classes including reading Provides evidence of prior preparation based on ability to respond to questions about assignments 		

Disposition	Professional Behavior & Disposition	Supervisor/ Instructor Rating	Student Rating
Boundaries	<ul style="list-style-type: none"> • Recognizes and respects the physical, emotional, and social boundaries of students² and faculty. • Maintains appropriate relationships with student(s), staff, faculty and supervisors • Avoids inappropriate communications including email • Does not blur the line between teacher/student and act more like peer/friend than is appropriate including email communication 		
Attire	Wears the professional attire that is appropriate for the particular school or school classroom.		
Hygiene	Maintains personal hygiene.		
Interpersonal Interaction	<ul style="list-style-type: none"> • Interacts with students, staff, faculty and supervisors in a positive, professional manner. • Avoids engaging in inappropriate, demeaning or disrespectful conversations or behaviors 		
Interpersonal Communication	<ul style="list-style-type: none"> • Communicates with students and faculty in a positive, professional manner. • Presents points of views tactfully and respectfully • Demonstrates appropriate professional courtesies in conversations • Avoids the use of foul or abusive language 		
Professional Communication	<ul style="list-style-type: none"> • Uses proper grammar and vocabulary in written and oral communication. • Articulates a position based on logical reasoning based on acceptable levels of professional knowledge and experience • Independently initiates discussion, participates in conversations, and responds to questions without being prompted or asked 		
Ethical Conduct.	<ul style="list-style-type: none"> • Complies with section 41301, Title 5 of the California Code of Regulations, <i>Standards For Student Conduct</i>, the <i>California Standards for the Teaching Profession</i> and the <i>Council for Exceptional Children Code of Ethics for Educators of Persons with Exceptionalities</i>. • Works, speaks and acts based on a commitment to values that demonstrate the highest standards of excellence and personal integrity based on a developing personal philosophy of education and teaching. • Does not engage in illegal or unethical conduct which would be grounds for dismissal from a teaching position. 		
Professional Growth.	Shows a commitment to future professional growth through membership in professional organizations, reading, scholarly work, attending conferences, workshops, and the completion of additional course work.		
Professional Competence	<ul style="list-style-type: none"> • Demonstrates a commitment and competence with the design, development and implementation of effective educational programming and instruction that maximize student learning. • Demonstrates competence with the theory and application of evidence-based teaching practices. 		
Punctuality	<ul style="list-style-type: none"> • Arrives on time and completes assigned tasks on schedule. • Communicates in advance when he/she will be late or absent • Offers a reasonable and valid explanation for absence or tardiness. 		
Responsibility	<ul style="list-style-type: none"> • Displays maturity and responsible judgment • Accepts personal responsibility for one's own actions. • Takes the initiative • Does more than the minimum required to complete a task • Develops mutually respectful relationships and rapport with students, faculty, staff and supervisors. • Makes decisions and acts in a manner that maintains the health and safety of students and colleagues and intervenes to eliminate dangerous or irresponsible activities that might put students at risk. 		

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	<ul style="list-style-type: none"> Demonstrates the ability to respond effectively and responsibly in emergency situations. 		
Diversity.	<ul style="list-style-type: none"> Recognizes and respects the differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Employs alternative materials, careful use of appropriate language and naming, equal access to educational and instructional programs and materials. Demonstrates effective practices for working with students who are English Language Learners and who have cultural and linguistic backgrounds different from their own. 		
Confidentiality	<ul style="list-style-type: none"> Is knowledgeable of legal requirements and statutes protecting the privacy and confidentiality of students in educational and clinical settings Respects and maintains confidentiality standards. 		
Compassion	Empathizes with and seeks to understand the perspectives and experiences of other persons including students and staff. Displays positive regard for students and faculty and seeks to understand the motivations and environmental circumstances of students, parents, and faculty.		
Kindness	Interacts with students and faculty in a positive, benevolent manner. Consistently demonstrates the ability to be friendly, see the highest good of others, and nurture self, others, and the environment.		
Courage	Stands up for the rights of students, self, faculty, schools, and the academic integrity of programs.		
Right Effort	Fully engages and applies oneself in the act of knowing, planning, teaching, and reflection.		
Reflection	<ul style="list-style-type: none"> Thinks about one's actions as a teacher and a person for the intention of personal and professional growth. Willing to suspend initial judgments Demonstrates receptivity for the critical examination of multiple perspectives Makes reasoned decisions with supporting evidence Generates effective/productive options to situations Makes connections to previous readings/experiences/courses 		
Cooperative & Collaborative	<ul style="list-style-type: none"> Works well with others Keeps self and others on task Maximizes the use of one's own and others' talents Distributes responsibilities equitably Accepts and completes an equitable portion of work agreed to Acknowledges and honors the work of others in a group 		
Positive Attitude	<ul style="list-style-type: none"> Thinks and speaks in a manner that affirms, edifies, and nurtures self, students, faculty and the environment. Promotes and supports a positive learning environment and school climate 		
Honesty and Integrity	Speaks the truth and seeks to act in the best interests of students, parents, faculty, and the school or environment.		
Professional Respect	Celebrates and accommodates differences of opinion and philosophies, to communicate and compromise to find common goals, and act on behalf of the common good.		
<p><i>For External/Supervising Evaluators Only of Any Candidate</i> Based on the results of this evaluation, I would support and recommend the placement of this candidate in an educational or clinical setting requiring direct contact, teaching and/or supervision of children for the purpose of completing course requirements and/or student</p>		YES	NO

Disposition	Professional Behavior & Disposition	Supervisor/ Instructor Rating	Student Rating
<i>teaching. (Please circle YES or NO in the column to the immediate right).</i>			
<i>For External/Supervising Evaluators of Candidates Completing Student Teaching</i> Based on the results of this evaluation, I would support and recommend this candidate for a <i>teaching credential and employment</i> in an educational or clinical setting requiring direct contact, teaching and/or supervision of children. (Please circle YES or NO in the column to the immediate right).		YES	NO

Additional Comments/Explanation:

Signature of Student

Date of Signature

Signature of External Evaluator

Date of Signature

Notes

¹This form was adapted from assessments of dispositions developed by the Minnesota State University, Mankato, the Department of Educational Studies & Teacher Education in the Imperial Valley at San Diego State University and items described in the references indicated below.

²For the purpose of this evaluation, a student is defined as any individual of any age enrolled in or attending any private or public child care facility, school, educational institution, or training program.

References

Davison, L.J., Davison-J-Jenkins, J., S., & Koeppen, K.E. (2004) Transition points that guide and clarify secondary education student expectation. Paper presented at AACTE Annual meeting, Chicago, IL. Retrieved June 6, 2008 from <http://www.hup.sjsu.edu/faculty/susanwilkinson/dispositions3.htm>.

Teaching Dispositions Assessment (n.d.) Retrieved June 6, 2008 from http://www.tcnj.edu/~preston4/teaching_dispositions_assessment.htm

Weiner, H., & Cohen, A. R. (2003). Dispositions in teacher education programs: An opportunity for reform. Paper presented at the Second Annual National Conference on Teacher Dispositions, Eastern Kentucky University, Richmond Kentucky. Retrieved June 6, 2008 from <http://www.education.eku.edu/dispositions/resources/Dispositions%20Proceedings%20Session%20K.doc>