

Name of Candidate (printed): \_\_\_\_\_  
 Candidate P0#/SS#: \_\_\_\_\_  
 Class/Experience and Location: \_\_\_\_\_

Name of Evaluator (printed): \_\_\_\_\_  
 Evaluator Signature: \_\_\_\_\_  
 Date of Evaluation: \_\_\_\_\_

**EDUCATOR DISPOSITIONS\***  
**Bowling Green State University**

*\*Dispositions: "The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities affect student learning, motivation, and development as well as the educator's own professional growth (NCATE, 2002). In practice, dispositions are the behavioral evidence of an individual's values, attitudes, and beliefs.*

The unit has identified and adopted a common set of general dispositions that apply to all educator preparation programs at BGSU. Each program area may have additional dispositions and/or descriptors/ characteristics.

**Directions:** Based on observations, rate the candidate on each of the four dispositions (see table below) by placing an "X" in the appropriate box for the level of the candidate's performance (i.e., unacceptable, acceptable, target). For any "Unacceptable" rating, an accompanying statement must be entered in the "comments" section to explain the negative evaluation.

In rating a candidate's performance on each disposition, an evaluator must make judgments that include the degree of significance for each descriptor/characteristic evaluated. Some behaviors, such as those related to ethics, privacy, or discrimination, are perceived as significant at any point in a candidate's program. Other elements of an educator's disposition may develop cumulatively throughout the program and the evaluator may have different expectations based on the stage of the candidate's program. For example, a student's failure to arrive on time for an entry level class may be of less significance than a senior failing to arrive on time for an internship experience in which she/he has a leadership role. It is at the discretion of the evaluator to make the professional judgment as to the degree of significance of the behavior in relationship to the level of the course/experience.

<b>DISPOSITION: EXHIBITS PROFESSIONALISM</b>			
	<b>Unacceptable (Unsatisfactory)</b>	<b>Acceptable (Satisfactory)</b>	<b>Target (Exemplary)</b>
(See Page Two for Sample Disposition Descriptors/Characteristics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments</b> (please specify disposition descriptor[s]/characteristic[s] addressed; attach additional sheet if needed):			
<b>Student Notified of Concern:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>Date of Notification:</b>			
<b>DISPOSITION: DISPLAYS COMMITMENT TO TECHNOLOGY</b>			
	<b>Unacceptable (Unsatisfactory)</b>	<b>Acceptable (Satisfactory)</b>	<b>Target (Exemplary)</b>
(See Page Two for Sample Disposition Descriptors/Characteristics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments</b> (please specify disposition descriptor[s]/characteristic[s] addressed; attach additional sheet if needed):			
<b>Student Notified of Concern:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>Date of Notification:</b>			
<b>DISPOSITION: RESPECTS/RESPONDS TO DIVERSITY/EXCEPTIONALITY</b>			
	<b>Unacceptable (Unsatisfactory)</b>	<b>Acceptable (Satisfactory)</b>	<b>Target (Exemplary)</b>
(See Page Two for Sample Disposition Descriptors/Characteristics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments</b> (please specify disposition descriptor[s]/characteristic[s] addressed; attach additional sheet if needed):			
<b>Student Notified of Concern:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>Date of Notification:</b>			
<b>DISPOSITION: VALUES/ENGAGES IN COLLABORATION</b>			
	<b>Unacceptable (Unsatisfactory)</b>	<b>Acceptable (Satisfactory)</b>	<b>Target (Exemplary)</b>
(See Page Two for Sample Disposition Descriptors/Characteristics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments</b> (please specify disposition descriptor[s]/characteristic[s] addressed; attach additional sheet if needed):			
<b>Student Notified of Concern:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>Date of Notification:</b>			

The disposition descriptors/characteristics indicated below exemplify the expectations that BGSU holds for all educator preparation candidates and educators pursuing advanced study/professional development. When assessing the candidate's dispositions, evaluators should consider descriptors/characteristics from the section below which are consistent with the level and type of class/experience in which the candidate is participating and the program area in which the candidate is enrolled.

### DISPOSITION: EXHIBITS PROFESSIONALISM

Disposition Descriptors/Characteristics:		
<ul style="list-style-type: none"> <li>Complies with the BGSU Codes of Student and Academic Conduct</li> <li>Displays accepted behaviors and attitudes appropriate to the educational circumstances, including, but not limited to punctuality, personal appearance (dress, hygiene, etc.), speech, preparation, and/or quality of work</li> </ul>	<ul style="list-style-type: none"> <li>Listens attentively and responds thoughtfully</li> <li>Values input from others to improve performance</li> <li>Reflects on the extent to which goals are met or on personal strengths/weaknesses</li> <li>Demonstrates a sense of efficacy and a commitment to the profession</li> <li>Upholds ethical/professional standards</li> </ul>	<ul style="list-style-type: none"> <li>Engages in inquiry and critical thinking for professional learning and leadership</li> <li>Anticipates, monitors, and responds as appropriate to educational developments in schools and their community environments</li> <li>Demonstrates other descriptors/characteristics specific to program area</li> </ul>

### DISPOSITION: DISPLAYS COMMITMENT TO TECHNOLOGY

Disposition Descriptors/Characteristics:		
<ul style="list-style-type: none"> <li>Displays willingness to learn new technologies</li> <li>Recognizes the value of using technology to positively impact learning, pedagogy, or professional practice</li> <li>Demonstrates effective technological competencies for setting</li> </ul>	<ul style="list-style-type: none"> <li>Determines appropriate technology and computer applications</li> <li>Uses technology when possible to vary student/client activities</li> <li>Uses technology in all phases of instruction/counseling/therapy, and assessment, from planning to reflection</li> </ul>	<ul style="list-style-type: none"> <li>Assesses available technological resources for setting</li> <li>Encourages students/clients to use a variety of technologies in educational endeavors</li> <li>Demonstrates other descriptors/characteristics specific to program area</li> </ul>

### DISPOSITION: RESPECTS/RESPONDS TO DIVERSITY/EXCEPTIONALITY

Disposition Descriptors/Characteristics:		
<ul style="list-style-type: none"> <li>Demonstrates an awareness of diversity</li> <li>Takes advantage of opportunities to broaden diversity knowledge and skills</li> <li>Displays tolerance for opinions expressed by others that are different than own</li> <li>Written work reflects sensitivity/tolerance for diversity (e.g., uses non-sexist language)</li> <li>Chooses diverse people with whom to interact/collaborate</li> </ul>	<ul style="list-style-type: none"> <li>Works equitably/fairly with all students/clients demonstrating respect for all others and a belief that all students can learn</li> <li>Knows how diversity in student/client cultural and experiential backgrounds impacts learning</li> <li>Fosters a learning environment where diversity is valued and respected</li> <li>Elects content/experiences that promotes tolerance and avoids biases, prejudices and stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Adapts plans and/or instruction/counseling/therapy to meet diverse student needs</li> <li>Plans opportunities for and encourages student/client respect for and interaction with others</li> <li>Employs varied, ethical and culture-fair assessment practices</li> <li>Demonstrates other descriptors/characteristics specific to program area</li> </ul>

### DISPOSITION: VALUES/ENGAGES IN COLLABORATION

Disposition Descriptors/Characteristics:		
<ul style="list-style-type: none"> <li>Demonstrates an awareness of the importance of collaboration in educational settings</li> <li>Fosters positive relationships and interacts/communicates effectively with peers, students/clients, school personnel, families, and the larger community</li> </ul>	<ul style="list-style-type: none"> <li>Plans for and promotes collaborative experiences for students/clients</li> <li>Respects unit policies and procedures to promote cohesiveness</li> <li>Serves as a resource to parents, colleagues, and administrators in areas of expertise</li> </ul>	<ul style="list-style-type: none"> <li>Builds professional relationships with colleagues to share teaching/professional practice insights and to coordinate learning activities for students/clients</li> <li>Demonstrates other descriptors/characteristics specific to program area</li> </ul>