Department of Education
Disposition Assessment Tool

The education faculty is committed to preparing you to enter the teaching profession. While our course work focuses on content information and instructional methodology, we are aware that successful teaching requires more than just academic knowledge.

You are preparing to enter a profession - one that requires the highest norms of conduct. Young people will often emulate the beliefs and behaviors of their teachers who spend a large part of the day with them. One measure of your potential as an educator is your professional deportment. This means:

- participating actively and enthusiastically in your learning;
- demonstrating punctuality: coming to class on time and staying for the entire class;
- demonstrating a positive attitude of commitment and professionalism toward the goal of becoming an effective teacher: completing work on time, coming to class prepared, and seeking help when needed;
- being flexible and receptive toward new ideas and differing opinions. You should expect to be stretched in your thinking;
- engaging in reflective and higher level thinking. This means thinking about what you are learning by making connections between what you know and have experienced as a learner and what you are learning in your course work and field placements. You must consistently consider how current course information connects to previously learned material and how it applies to classroom students;
- demonstrating proficiency in oral communication, reading and writing;
- responding positively to feedback and following through with corrective action;
- refraining from disruptive behavior during class (talking when others are speaking, popping gum, using cell phones, etc.);
- treating peers and instructors with respect and courtesy;
- working collaboratively with peers and instructors;
- demonstrating appropriate grooming, e.g., cleanliness;
- interacting with others in a socially appropriate manner.

The Professional Disposition Assessment Tool is a pro-active, communication instrument that may be used to guide pre-service teachers' growth as professionals. If an issue of professional deportment arises, the education faculty will note the concern on the form. A conference will be scheduled with the professor and the student to discuss the problem, and to make plans for addressing or solving the problem. Both the instructor and the student will sign the conference notes.

At the end of the quarter, the instructor will indicate on the student's form whether or not the problem has been addressed positively and corrected. If so, the form will return to the student's file.

If the problem has not been satisfactorily addressed, the instructor will notify the undergraduate director, and another conference will be scheduled for further action.

I have read the Professional Deportment form and understand its use and purpose in the Department of Education.

______________________________  ______________________
Student Signature                  Date

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Print Name