Unit Disposition Evaluation System

Programs in the unit begin discussing dispositions with candidates during the admission process using the College of Education and Organizational Leadership Dispositions Agreement Form (Exhibit 1g.5.2). Every program has assignments and/or activities that require candidates to complete self-evaluation and reflection designed to develop professional dispositions related to fairness and the belief that all students can learn. Examples can be found in EDUC 460, Diversity, Interaction, and the Learning Process, in the teacher education program (EDUC 460 syllabus) and EDUC 573, Counseling Diverse Populations in the school counseling program. (EDUC573 syllabus) The unit also has a reporting system, using the Candidate Disposition Form, for faculty members who have serious concerns with a candidate’s expression of the unit’s dispositions. Candidates receive the greatest degree of training and assessment in the unit’s professional dispositions during the fieldwork components of their programs. A supervised teaching evaluation form from the teacher education program is included as Exhibit 1g.5.3. Fieldwork supervisors assess candidates on professional dispositions and work with them on an ongoing basis. From time to time, there are candidates that do not develop the necessary professional dispositions even with significant education and training. For those individuals, interventions are design and implemented on a case-by-case basis. As warranted, candidates who are unable to demonstrate the requisite dispositions as described below are asked to leave the program.

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<td>Does not exhibit this characteristic in day to day interactions.</td>
<td>Sometimes exhibits this characteristic in day to day interactions.</td>
<td>Typically exhibits this characteristic in day to day interactions.</td>
<td>Always exhibits this characteristic in ways that are exemplary.</td>
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**Intellectual Commitment**
- Demonstrates formal thinking capacity (thinks critically, collect and analyze data, anticipate multiple consequences, make sound decisions, and open to alternative viewpoints). Displays excellence in attempting optimal development and high levels of achievement and performance.

**Respectfulness**
- Appropriately responds to and communicates with others, including hearing feedback and responding constructively to criticism. Is reflective and willing to wrestle with ideas outside of your own cognitive framework.

**Professionalism**
- Demonstrates awareness of personal and professional style, strengths, and weaknesses. Monitors personal and professional performance and plans appropriate self-improvement. Has a sense of humor and relates happily with students, faculty, and others in a flexible non-defensive manner.

**Empathy**
- Demonstrates patience, flexibility, a caring attitude and compassion in working with others. Normally relaxed around adults and children.

**Socio-cultural Competence**
- Able to give others positive attention and reinforcement. Demonstrates good attending behavior and is respectful of diversity in values, styles, and cultures.

**Responsibility**
- Takes responsible action when faced with problems and conflicts. Communicates directly and willingly accepts responsibility for errors or negative impact on others.

**Commitment to Professional Development**
- Enjoys and is committed to learning about, with, and from students, peers and faculty. Open to new ideas and feedback in order to remain current and committed to the profession. Assumes leadership roles in improving professional practices.

**Ethical Behavior**
- Maintains the highest level of integrity, honesty, confidentiality, and fairness both personally and professionally at all times.