

Benedictine University
Professional Behaviors (Dispositions) for Educator Preparation

Candidate's Name:

Semester/Year:

Date:

Course:

Name of Instructor/Supervisor:

Candidate Self-Assessment: Y N

Benedictine University educators are **effective practitioners**, committed to **scholarship, lifelong inquiry, leadership** and **social responsibility**. These qualities or enduring outcomes are nurtured and enhanced throughout all education programs through many venues so that upon completion of their program, our graduates possess the knowledge, skills and professional behaviors we expect of an effective practitioner.

Directions: In order to determine if the candidate is developing the professional dispositions of an effective practitioner, please indicate the rating for each criterion below.

Professional Dispositions

Scholarship

Benedictine University's education program requires that candidates have a firm understanding of the subject matter and a solid foundation in pedagogical principles that promote understanding of the content. Candidates acquire the knowledge that shapes and influences learning through critical thinking, research-based decisions, and best practices utilizing technological advances and innovative strategies.

Criteria	1 Unsatisfactory	2 Emerging	3 Proficient	4 Exemplary	Scholarship may be demonstrated by the following behaviors:
<p style="text-align: center;">Class/field participation [Code of Ethics for IL Educators 22.20: b.1, b.4, c.1] Dispositions 20.130 [a,b,e]</p>	<p>Inattentive in class. May fall asleep, read off-task material, work on outside projects, text/use cell phone or attend to other materials not related to class/field experience. Rarely participates in class discussions. May distract others in the class with behaviors (e.g., talking; creating noise; etc.)</p>	<p>Attention is inconsistently focused on class/field related materials and activities. Responds appropriately when called on, but does not volunteer. Does not distract others in the classroom.</p>	<p>Actively engaged and interested in class/field experience activities. Volunteers to respond to questions. Participates in discussions. Typically stays focused and on-task. Sometimes refers to previous course/field materials during current discussion and coursework.</p>	<p>Shows initiative in class activities and field experiences. Is attentive and on-task. Actively participates in class/field experience activities. Applies knowledge to new situations and makes connections with previous learning. Seeks to extend understanding to higher-level thinking. Asks questions showing intellectual interest.</p>	<p>Asking questions related to course/field materials. Showing initiative and remaining attentive and on-task. Actively seeking out and incorporating ideas of others, as well as sharing information and ideas with others. Accurately referring to previous course/field materials during current discussion and coursework. Gathering and assessing relevant information to develop a well-reasoned conclusion/solution, and effectively communicating findings orally and/or in writing.</p>

<p>Class/field preparation [Code of Ethics for IL Educators 22.20: b.1, b.4] Dispositions 20.130 [a,b,e]</p>	<p>Work completed with little attention to quality and may contain errors. Places emphasis on getting work done, rather than learning. Assignments are sometimes late, missing, or lacking key elements. Uses current knowledge, rather than additional resources to complete work. Procrastinates.</p>	<p>Assignments completed correctly and with accuracy, meeting minimum requirements and expectations. Work shows basic grasp of the assignment's intent. Meets assignment deadlines adequately. Makes use of resources provided to complete work.</p>	<p>Work is completed with attention to detail and is sequential and logical. Demonstrates evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Consistently submits work on time. Seeks new resources and additional information to complete work.</p>	<p>Work is of exceptional quality. Shows a desire to pursue the intended learning at a deep level. Work shows evidence of personal reflection and revision. Consistently submits work on time. Uses an array of available and self-identified quality resources to add to the scope and depth of project.</p>	<p>Making necessary revisions to assignments, as per feedback provided. Using an array of resources (e.g., journal articles; books; online sources; etc.) Completing assignments accurately, by following the directions and rubrics provided. Completing and submitting assignments on time. Seeking new resources and additional information to complete work.</p>
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Lifelong Inquiry

Candidates regularly engage in learning through self-reflection by questioning and critically reflecting upon their current understandings. They seek out information, both individually and collaboratively, to formulate an in-depth knowledge base, grounded in research that informs their thinking and decision-making. Candidates incorporate information learned from professional development opportunities and are actively involved in professional groups and organizations.

Criteria	1 Unsatisfactory	2 Emerging	3 Proficient	4 Exemplary	Lifelong Inquiry may be demonstrated by the following behaviors:
<p>Self-Reflection and growth [Code of Ethics for IL Educators 22.20: b.1, b.4] Dispositions 20.130 [c,d,e]</p>	<p>Rarely seeks suggestions and constructive criticism or practices critical thinking. Does not engage in learning through self-reflection. Rarely or never makes changes to improve future performance based on recommendations from others.</p>	<p>Inconsistently accepts suggestions and constructive criticism. Sometimes practices critical thinking. Infrequently engages in learning through self-reflection. Sometimes makes changes to improve future performance, based on recommendations from others.</p>	<p>Accepts suggestions and constructive criticism. Frequently practices critical thinking. Engages in learning through self-reflection. Frequently makes changes to improve future performance, based on recommendations from others.</p>	<p>Actively seeks suggestions and constructive criticism. Regularly practices critical thinking. Regularly engages in learning through self-reflection. Consistently makes changes to improve future performance, based on recommendations from instructors and supervisors.</p>	<p>Consistently seeking suggestions and input from others to improve work. Routinely engaging in critical thinking and self-reflection. Making necessary changes and improving work, when given feedback from instructors and supervisors.</p>

<p>Commitment to Ongoing Learning/ Professional Development [Code of Ethics for IL Educators 22.20: b.1, c.3] Dispositions 20.130 [c,d,e]</p>	<p>Rarely or never makes use of information from professional organizations, publications, and educational resources. Shows little interest in growing professionally. Does not engage in professional growth and development, unless required to do so.</p>	<p>Occasionally makes use of information from professional organizations, publications, and educational resources. Recognizes the importance of professional growth. Demonstrates some interest in professional growth and development, beyond class and field requirements.</p>	<p>Often makes use of information from professional organizations, publications, and educational resources. Values professional growth. Seeks out opportunities for professional growth and development, beyond class and field requirements.</p>	<p>Consistently makes use of information from professional organizations, publications, and educational resources. Makes professional growth a high priority. Actively seeks out opportunities for professional growth and development.</p>	<p>Incorporating information learned from professional organizations, publications, and educational resources into class and/or field experience discussion, assignments, and decision making. Seeking out and engaging in professional development opportunities (e.g., online reading and research beyond class and field requirements; professional subscriptions; participation in professional meetings and conferences; etc.). Demonstrating a commitment to making professional growth a high professional priority.</p>
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Leadership

Candidates are prepared to assume leadership roles that enable them to affect change and improve professional practice through the application of educational theory and ethical principles. Candidates learn how to be flexible, supportive, ethical and responsible and they use their knowledge to promote effective educational initiatives that influence learning environments. Through the development of interpersonal and communication skills, candidates pursue opportunities to collaborate with others to positively impact students, the community, and the professional field.

Criteria	1 Unsatisfactory	2 Emerging	3 Proficient	4 Exemplary	Leadership may be demonstrated by the following behaviors:
<p>Professional Responsibility and Initiative [Code of Ethics for IL Educators 22.20: b.1, b.4, c.1, c.3]</p>	<p>Is largely a passive observer during class and/or field activities, often relying upon direction from others. Is generally unaware of professional organizations, professional publications and/or other sources of current information in the field. Shows little or no interest in professional activities or events.</p>	<p>Participates in class and field activities, to the degree required of the group as a whole. Demonstrates a basic awareness of professional organizations and their publications. Occasionally participates in professional activities or events.</p>	<p>Actively participates in class and field activities, contributing novel ideas and suggestions. Makes reference to and uses professional organizations and their publications. Willingly participates in professional activities or events. Belongs to at least one professional organization, group, or club.</p>	<p>Assumes a leadership role and supports others, during class and field activities. Participates in activities of one or more professional or BU organizations, groups, or clubs. Seeks opportunities to be involved in professional activities or events at BU and/or in the field of Education. Takes a leadership role in a professional group or organization.</p>	<p>Assuming responsibility for key elements of class and field activities, beyond that which is required of the group as a whole. Demonstrating an awareness of professional organizations, professional publications and/or other sources of current information in the field of Education. Being an active member in a professional and/or BU organization Assuming a leadership role in an on- or off-campus group or organization. Engaging in professional service (e.g., offering assistance for class and/or field activities and events; volunteering at schools; tutoring children at schools and agencies; offering support to professional organizations; etc.).</p>

<p>Collaboration [Code of Ethics for IL Educators 22.20: b.1, b.2, b.4, c.1, c.4]</p>	<p>Puts forth minimal effort during group activities and fails to do a fair share of work. Attends group meetings inconsistently or is absent. Shows little regard for other people or their ideas. May actually be a roadblock for the completion of a task. Does not relate well with others. Communication is often not professional, appropriate, and/or respectful toward others.</p>	<p>Completes their part of group work. Accepts responsibility. Attends planned group meetings. Accepts ideas of others. Adequately relates with others and performs basic group responsibilities. Communication is inconsistently professional, appropriate, and/or respectful toward others.</p>	<p>Contributes ideas and effort to group activities. Comes to meetings prepared and on time. Incorporates ideas of others into the group's activities. Relates well to others and promotes group success. Communication is professional, appropriate, and respectful toward others.</p>	<p>Promotes group goals by contributing above and beyond expectations to both in-class group activities and assigned group projects. Comes early and well prepared to help facilitate group meetings. Encourages the use of ideas from all. Does everything possible to ensure success for the group as a whole. Communication is consistently professional, appropriate, and respectful toward others.</p>	<p>Treating differing opinions as a way to understand underlying beliefs and assumptions. Actively and respectfully listening to the ideas and opinions of others. Demonstrating the ability to compromise in respect for others' opinions Seeking out and incorporating the ideas of others during group work (e.g., cooperative learning and partner activities; group projects; etc.), class discussion, and field experiences. Using conventional, professional, and respectful language in assignments, class discussion, and interactions with others in class and in the field.</p>
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Social Responsibility

Candidates are dedicated to creating fair and equitable environments that support and enhance the learning of all students. They seek diversity of thought and practice from students and other professionals. Candidates demonstrate honesty and integrity in their actions and communication with others.

Criteria	1 Unsatisfactory	2 Emerging	3 Proficient	4 Exemplary	Social Responsibility may be demonstrated by the following behaviors:
<p>Value of Diversity [Code of Ethics for IL Educators: 22.20: a.2, a.4, b.4, c.2, d.1, d.2]</p>	<p>Usually works only with those of similar ability, race, gender, or ethnicity. Rarely interacts with others, especially those different than self. Main concern appears to be for self, with little concern for others. Does not listen well. Exhibits low expectations for the accomplishments of varied groups of students.</p>	<p>Accepts others, despite differences in ability, race, gender, or ethnicity. Interacts with others in a polite, courteous, and professional manner. Shows awareness of others' needs. Listens to others and strives to understand them. Inconsistently exhibits high expectations for diverse groups of students.</p>	<p>Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback from and interaction with others. Shows genuine concern for others and their needs. Listens carefully to others and demonstrates respect for their values and viewpoints. Generally exhibits high expectations for all students.</p>	<p>Actively seeks opportunities to work with those of different ability, race, gender, or ethnicity. Openly seeks interaction and feedback from diverse people. Demonstrates concern for others, often putting their needs ahead of his/her own. Actively listens to and values the opinions of others. Consistently exhibits high expectations for all students.</p>	<p>Courteously interacting with peers and others, regardless of ability, race, gender or ethnicity, during class activities and field experiences. Openly sharing and incorporating ideas of others, during class activities and field experiences. Seeking diversity of thought and practice from others, during class activities and field experiences. Using inclusive practices and demonstrating a belief that <u>all</u> students are capable of learning and attaining outcomes of significance. Treating all adults and students equally.</p>

<p align="center">Ethical Practice and Academic Integrity [Code of Ethics for IL Educators 22.20: b.4]</p>	<p>Reveals personal and professional confidences. Engages in actions such as cheating, plagiarism, fabrication, falsification, and/or misrepresentation in courses, field experiences, and/or in interactions with others.</p>	<p>Inconsistently keeps personal and professional confidences. Unevenly follows mandates of the BU student Academic Honesty Policy and the Code of Ethics for IL Educators in courses, field experiences, and/or in interactions with others.</p>	<p>Can be counted on to keep personal and professional confidences. Follows most mandates of the BU student Academic Honesty Policy and the Code of Ethics for IL Educators in courses, field experiences, and in interactions with others.</p>	<p>Can be counted on in all circumstances to keep personal and professional confidences. Follows all mandates of the BU student Academic Honesty Policy and the Code of Ethics for IL Educators in courses, field experiences, and in interactions with others.</p>	<p>Maintaining confidentiality in the field and in the classroom. Including appropriate reference citations and copyright information in assignments. Following the BU student Academic Honesty Policy and demonstrating truthfulness in word and deed within courses, field experiences, and in interactions with others.</p>
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Professional Conduct

Candidates recognize the value of their participation in scheduled meetings, and show their respect by arriving on time and remaining attentive throughout the duration of each event. They strive to provide their students with consistent and effective learning experiences and are accountable for any absence they may experience from that instruction. They are conscientious in their use of respectful and grammatically correct conventional language within and across all situations and environments. Their appearance and demeanor are consistently professional and appropriate for the settings in which they work.

Criteria	1 Unsatisfactory	2 Emerging	3 Proficient	4 Exemplary	Professional Conduct may be demonstrated by the following behaviors:
<p>Attendance and Punctuality [Code of Ethics for IL Educators 22.20: b.1, b.2, b.4]</p>	<p>Exhibits a pattern of unpunctuality or absence. Fails to contact instructor, supervisor, and/or cooperating teacher (as appropriate) in advance of absences and/or to make arrangements for missed work. Gives no reason for absences. Sometimes disrupts class or field setting by arriving late.</p>	<p>Occasionally misses class and/or field experiences. Makes an attempt to notify instructor, supervisor, and/or cooperating teacher (as appropriate), in advance of absences. Inconsistently contacts instructor following a missed class. Sometimes gives a reason for absence.</p>	<p>Consistently attends class and field experiences and arrives on time. Usually notifies instructor, supervisor, and/or cooperating teacher (as appropriate), in advance of absence. Arranges to meet instructor, following a missed class, to make arrangements for missed work. Usually gives a valid reason for absence.</p>	<p>Arrives at class and field experiences early. When possible, makes prior arrangements, if an absence is necessary. May submit assignments prior to scheduled absences. Follows up to complete missed class/field work. Arranges with classmates, instructor, or supervisor to secure handouts or materials presented in class, seminars, and/or scheduled meetings.</p>	<p>Consistently attending scheduled classes, seminars, and field experiences, as per syllabus guidelines. Dependably contacting instructor, supervisor, and/or cooperating teacher (as appropriate), in advance of any absences. Making arrangements with instructor or supervisor to make up missed work. Arriving at classes and field experiences early, prior to the commencement of activities. Consistently providing a valid reason for unpunctuality and absences.</p>

<p style="text-align: center;">Oral and Written Communication Skills</p> <p>[Code of Ethics for IL Educators 22.20: b.4]</p>	<p>Frequently uses incorrect grammar in oral and/or written communications. Typically has spelling and punctuation errors in written work. May use slang, profanity, inappropriate vocabulary, or offensive language. Does not express ideas clearly. May display distracting language habits (e.g., repetition of words or phrases, such as “yah,” “okay” or “like”).</p>	<p>Inconsistently uses correct grammar in oral and/or written communication. Frequently has spelling and punctuation errors in written work. Generally uses language that is appropriate and respectful. Can convey ideas accurately.</p>	<p>Typically uses correct grammar in oral and written communication. Uses correct spelling and punctuation in most written work. Communication is free of offensive or inappropriate language. Uses oral and written language to effectively and respectfully express ideas and opinions</p>	<p>Speaking and writing is consistently grammatically correct. Uses correct spelling and punctuation in all written work. Language usage is conventional and respectful. Is articulate and persuasive when expressing ideas.</p>	<p>Using correct grammar in personal oral and written communication, in class and field activities and in assignments. Utilizing correct spelling and punctuation in written class and field assignments and lessons. Using conventional, respectful, and persuasive oral and written language, when communicating with others.</p>
<p style="text-align: center;">Appropriate Professional Appearance</p> <p>[Code of Ethics for IL Educators 22.20: b.4]</p>	<p>Appearance and dress typically do not follow generally accepted standards for the classroom and/or field setting. Often exhibits a lack of cleanliness and hygiene in his/her person and actions.</p>	<p>Appearance and dress inconsistently follow generally accepted standards for the classroom and/or field setting. Inconsistently exhibits cleanliness and hygiene in his/her person and actions.</p>	<p>Appearance and dress usually follow generally accepted standards for the classroom and/or field setting. Usually exhibits cleanliness and hygiene in his/her person and actions.</p>	<p>Appearance and dress consistently follow generally accepted standards for the classroom and field setting. Always exhibits cleanliness and hygiene in his/her person and actions</p>	<p>Consistently exhibiting appearance and dress appropriate for classroom and field situations and settings. Displaying cleanliness and hygienic practices in his/her person (e.g., body; clothing; etc.) and actions.</p>
<p style="text-align: center;">Emotional Responsibility</p> <p>[Code of Ethics for IL Educators 22.20: b.4]</p>	<p>Demonstrates unpredictable display of emotions. May lose temper and display outbursts of anger or cry easily. Acts disrespectfully toward others and/or their opinions. Does not take responsibility for personal emotions and behavior. Blames others or outside circumstances for behavior and loss of emotional control.</p>	<p>May lose emotional control in some situations, but generally has emotions under control. Is not responsive to the perspectives of others. Does not consistently accept responsibility for personal actions and behavior.</p>	<p>Maintains basic control of emotions across settings and situations. May show an emotional reaction to a situation, but does not lose temper or emotional control. Demonstrates a respect for the perspectives of others. Takes responsibility for personal emotions and behavior.</p>	<p>Displays a steady emotional temperament, even in potentially volatile or highly emotional situations. Is receptive to the viewpoints and suggestions of others. Holds self accountable for personal emotions and behavior. Displays a sense of humor and a willingness to get along with others.</p>	<p>Consistently maintaining composure, regardless of the circumstances. Respecting the viewpoints of others and treating all persons with dignity, even when not in agreement with them. Being accountable and responsible for personal emotions and behavior. Maintaining an even temperament and sense of humor.</p>

II. Comments

Please comment on any items rated at 1 or 2.

Please Note:

Any candidate who receives a rating of 2 or below in any criteria may be placed on probation or provisional status relative to Admissions and Advancement in their program. A plan for improvement will be developed and implemented by the designated School of Education Committee. Failure of the candidate to meet the requirements of the plan for improvement within the provided time line may result in dismissal from their program.

Signature of individual completing the assessment is required:

Evaluator's Signature: _____ Title: _____ Date: _____

Candidate's Signature: _____ Date: _____

Faculty Advisor: _____ Date: _____