Section 8

Additional Forms
**William Paterson University**  
**Office of Field Experiences**  
**Outstanding Student Teacher**

(Student Name)

<table>
<thead>
<tr>
<th>Student Phone:</th>
<th>Email:</th>
<th>Semester:</th>
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**Exceptional Because (Academics, etc.):**

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**Special Project During Student Teaching:**

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**Community Involvement:**

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**Overcame Obstacles to Complete Program (Lang., Non Tradit., etc.):**

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Supervisor

Date

Please return to Nancy Norris-Bauer by end of the semester.
**Supervisor School and Cooperating Teacher Feedback**

Please rate the school and cooperating teacher for each student that you supervised this semester and submit with final reports and observations.

<table>
<thead>
<tr>
<th></th>
<th>School/District</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Not Recommended</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>Excellent</td>
<td>Good</td>
<td>Satisfactory</td>
<td>Not Recommended</td>
</tr>
<tr>
<td></td>
<td>Cooperating Teacher</td>
<td>Excellent</td>
<td>Good</td>
<td>Satisfactory</td>
<td>Not Recommended</td>
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<td>2.</td>
<td></td>
<td>Excellent</td>
<td>Good</td>
<td>Satisfactory</td>
<td>Not Recommended</td>
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<tr>
<td></td>
<td>Cooperating Teacher</td>
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<td>Not Recommended</td>
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<td>3.</td>
<td></td>
<td>Excellent</td>
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<td>Satisfactory</td>
<td>Not Recommended</td>
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<tr>
<td></td>
<td>Cooperating Teacher</td>
<td>Excellent</td>
<td>Good</td>
<td>Satisfactory</td>
<td>Not Recommended</td>
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<tr>
<td>4.</td>
<td></td>
<td>Excellent</td>
<td>Good</td>
<td>Satisfactory</td>
<td>Not Recommended</td>
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<tr>
<td></td>
<td>Cooperating Teacher</td>
<td>Excellent</td>
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<td>5.</td>
<td></td>
<td>Excellent</td>
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<td>Satisfactory</td>
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<td></td>
<td>Cooperating Teacher</td>
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<td>6.</td>
<td></td>
<td>Excellent</td>
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<td>Satisfactory</td>
<td>Not Recommended</td>
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<tr>
<td></td>
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</table>
A PROPOSAL FOR ENSURING THAT EDUCATOR CANDIDATES
DEMONSTRATE APPROPRIATE PROFESSIONAL DISPOSITIONS

Overview:
Dispositions will be addressed through two parallel processes:
(1) An educational process in which candidates will be taught the
standards of professional behavior for educators and will be expected to apply
these standards to their own dispositions and behavior.
(2) A remedial process in which WPU professors and staff identify and
assist those candidates whose dispositions do not meet professional standards

(1) Educational Process:
(A) A Dispositions Self-Assessment Form will be introduced in the foundation
course for each program. Candidates will complete a self-evaluation which will remain
confidential. Items on the Self-Assessment Form will form the basis for classroom
discussion and assignments. Case studies and problem solving activities will expand
candidates' understandings of appropriate dispositions and the choices professionals are
often forced to make.

(B) The Dispositions Self-Assessment Form will be re-introduced during
practicum seminars, again with an emphasis upon self-evaluation and reflection.
Through discussion, examples, and modeling, candidates will be helped to understand
how their dispositions affect student learning and collaboration with peers and
professionals. The emphasis shifts towards the application of candidates' understandings
to their classroom experiences.

This educational process is designed to encourage students to explore their own
impressions and behaviors in a reflective, nonjudgmental atmosphere.

(2) Remedial Process:
(A) An Early Alert Dispositions Form will be distributed to COE faculty and
appropriate staff at WPU. This form is to be used to report student behavior that violates
acceptable professional standards.

(B) A college-wide Retention Advisory Committee will be formed to deal with
reports of inappropriate student behavior. The Committee will be chaired by the Director
of the Office of Field Experiences and composed of one representative from each
Department in COE, and the teacher preparation programs in music and PE.
Representatives will be appointed by the Department Chairs to serve on an annual basis.

(C) A staff member within the COE will be designated to handle the flow of
paperwork, to distribute and collect Forms, maintain a central file and data base, etc.
Information regarding the Early Alert Dispositions Forms will be kept confidential and
shared only on a need-to-know basis.

(D) Department Chairs will be responsible for advising new faculty members,
including adjuncts and university supervisors, as to the purpose and procedures of the Early Alert Dispositions Form.

(E) When a faculty or staff member witnesses problematic behavior, the faculty/staff member addresses the problems by letting the student know that the behavior is unacceptable and by informing the student what he/she must do to rectify the situation. The faculty/staff member keeps a written record of the incident. If the behavior is particularly egregious or is repeated, the faculty/staff member should fill out an Early Alert Dispositions Form and forward it to the Chair of the Retention Advisory Committee.

(F) Copies of the Dispositions Form will be distributed to all full-time and adjunct faculty members and university supervisors at the beginning of each semester. Faculty members may complete an Early Alert Dispositions Checklist at any time during the semester for any student whose dispositions problems might significantly impair his/her ability to teach and function within an educational setting.

(G) When a faculty/staff member has sent an Early Alert Dispositions Form to the Chair of the Retention Advisory Committee, the Chair will convene the Committee to review the Form and, with the advice of the Committee, the Chair may make one of two referrals: i) refer the student his/her advisor for counseling; or,

ii) refer the case to the Dean of the COE for further action.

(H) As part of a referral to an advisor or the Dean, the Committee may make suggestions for remediation. The Committee may also request information from the advisor as to the results of the advisor’s contacts with the student.

9/01/04
### Domain I: Responsibility (N)
*Professional Standards for Teachers #10; WPU Field Experience Competency #11*

- Frequently late or absent without excuse. Describe:
- Frequently unprepared for class and/or field experiences. Describe:
- Frequently does not seek to fulfill requirements of assigned tasks. Describe:
- Engages in unethical, inappropriate or unprofessional behavior. Describe:

### Domain II: Relationships
*NJ Professional Standards for Teachers #9 & 10; WPU Field Experience Competencies #9, #10, & 18*

- Unwilling to accept supervision and feedback. Describe:
- Unwilling to collaborate with colleagues or families. Describe:
- Unwilling to try new things. Describe:
- Engages in frequent and/or severe conflicts with others. Describe:

### Domain III: Respect
*NJ Professional Standards for Teachers, #3, 6, 7, & 8; WPU Field Experience Competencies #7, 8 & 12*

- Ignores or communicates disrespect for people from other ethnic, cultural, or racial backgrounds. Describe:
- Ignores or communicates disrespect based on gender, sexual orientation, or disability. Describe:
- Uses abusive or insensitive language. Describe:
- Acts abrasively or inequitably towards others. Describe:
- Responds inappropriately to differences of opinion. Describe:

Please complete the back of this form.

Name of Student:_________________________ Form Completed by:_________________________ Date:___________
NARRATIVE OF PRE-REFERRAL INTERVENTIONS

1. Describe specific incident(s) of behavior that indicate an unsatisfactory disposition.

2. Describe your efforts to address and remediate the student's behavior (e.g. discussion, corrections, warnings, referral to advisor, additional opportunities for practice, suggestions for readings).

3. Describe the results of your efforts to address and remediate the student's behavior.

9/1/04
WILLIAM PATERSOON UNIVERSITY
COLLEGE OF EDUCATION

EVALUATING STUDENT DISPOSITIONS
Student Self-Evaluation Form

As part of your teacher certification program in the College of Education, you will be expected to develop and demonstrate a variety of dispositions – ways of interacting with people – that are appropriate for teachers and contribute to good teaching. Some of these dispositions are based on common-sense principles of courtesy, democracy, respect for others from diverse cultures, and fair play that should be part of ordinary, everyday life and that you have learned at home and in school. Others are forms of behavior that are specific to teaching and may be new to you. In either case, you will be evaluated on your dispositions in your class work and field work and you will be expected to behave appropriately.

The purpose of this questionnaire is to give you an opportunity to familiarize yourself with the expectations of the College of Education and to evaluate yourself as to your current dispositions. As you evaluate yourself on the various dispositional scales, you should get an idea of those areas in which you need to improve and which your professors will be looking for you to improve. This questionnaire is strictly confidential. It is intended for your eyes and your use only. It is to your benefit, therefore, to be frank and honest in your self-appraisal and, thereby, to help yourself become a better education student and a better teacher.

This self-evaluation has two parts. In Part I, you should rank yourself on the dispositional scales as either “Excellent, keep up the good work,” “Not bad but need some work” and or “Unsatisfactory, need a lot of work.” For each category, circle the statement that seems to best fit your current situation. In Part II, you should outline a plan of action for yourself to improve in those areas in which you feel you need work.

**PART I. DISPOSITIONAL RUBRIC**

1. Responsibilities: This section deals with the way in which you fulfill your responsibilities at school and at work

<table>
<thead>
<tr>
<th>Unsatisfactory, need a lot of work</th>
<th>Not bad, but need some work</th>
<th>Excellent, keep up the good work</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I am frequently late or absent without excuse</td>
<td>I am generally punctual and present</td>
<td>I am always punctual and present</td>
</tr>
<tr>
<td>b. I am frequently unprepared for class and field experiences</td>
<td>I am generally prepared for class and field experiences</td>
<td>I am always prepared for class and field experiences</td>
</tr>
<tr>
<td>c. I frequently do not meet the standards on assignments</td>
<td>I generally meet standards on assignments</td>
<td>I always meet or exceed standards on assignments</td>
</tr>
<tr>
<td>d. I sometimes exhibit unprofessional, unethical or</td>
<td>I rarely exhibit unprofessional, unethical or</td>
<td>I exhibit professional, ethical and appropriate</td>
</tr>
</tbody>
</table>
2. Relationships: This section deals with the way in which you relate to supervisors and colleagues at school and at work

Unsatisfactory, need a lot of work

- I am unwilling or unable to accept supervision
  - I am willing and able to accept supervision when required
  - I seek guidance and supervision when it would be helpful

- I am unwilling or unable to work cooperatively with colleagues
  - I am willing and able to work cooperatively with colleagues when required
  - I seek to work cooperatively with colleagues whenever possible

- I am unwilling or unable to try new things
  - I am willing and able to try new things when required
  - I seek to try new things when appropriate

- I frequently get into angry arguments or fights with others
  - I rarely get into angry arguments or conflicts with others
  - I maintain cordial working relations with everyone

3. Respect: This section deals with the way in which you communicate with others at school at work

Unsatisfactory, need a lot of work

- I sometimes communicate disrespect for people from other ethnic, cultural, linguistic or racial backgrounds
  - I regularly communicate respect for people from other ethnic, cultural, linguistic, and racial backgrounds
  - I cultivate respect for people from diverse backgrounds

- I sometimes communicate disrespect for people based upon differences in gender, sexual orientation or disability
  - I regularly communicate respect for people irrespective of gender, sexual orientation or disability
  - I cultivate respect for people irrespective of gender, sexual orientation or disability

- I sometimes speak or act in ways that are demeaning or abusive towards others
  - I speak and act in ways that indicate respect
  - I speak and act in ways that communicate warmth and affirmation

- I sometimes react with hostility to those who disagree with me
  - I am generally willing to tolerate those who disagree with me
  - I cultivate respectful differences of opinion
PART II. DISPOSITIONAL REFORM

In the space below and on the reverse side of this form, outline a plan of action to improve your dispositions in those areas in which you deem that you need work.