Assignment Three – Effective Educators’ Dispositions

“Dispositions” is used to describe the attitudes, perceptions and/or beliefs that form the basis for behavior. Not surprisingly, there is a significant body of research indicating that teachers’ dispositions about students, about teaching, and about themselves, strongly influence the impact they will have on student learning and development. In this assignment you will see if you can identify the dispositions (they are called perceptions from here on) of individuals by reading human relations incidents (HRI). Before beginning, a brief description of four areas of perceptions that are associated with effective educator is presented.

Perceptions of self as IDENTIFIED - A person’s self-perceptions (also called their self-concept) are probably the most important factor relating to educator effectiveness. Simply stated, effective educators are confident in their ability to help people learn and they believe they have “what it takes” to handle the problems they confront. Another self-perception of effective teachers is the ability to identify with diverse individuals and groups. The best educators proactively find ways of individualizing learning environments to take into account individual, racial, cultural and generational differences.

Perceptions of other people as ABLE - Effective educators see people in essentially realistic and positive ways. They see students as generally dependable, able and worthy. Effective educators believe that when students are provided with the opportunity, they will more frequently than not do what's right, that students usually have the ability to cope and deal with their own problems and can be trusted.

LARGER perceptions of purpose - The best educators see their job in a larger context as one of releasing a student's inner potential to become whatever her talents and interests might permit. They are concerned with how students will develop and behave, not only in class today or this year, but tens of years from now. They see their jobs as helping students grow into good world citizens and the kinds of neighbors we all want to live near.

PEOPLE oriented frame of reference - All educational situations involve both people and things. The best educators know that to make learning meaningful and useful, they must deal with the human aspects - the feeling, beliefs and attitudes of students. So good teachers listen to students' problems, try to make their classes challenging and non-threatening, display a sense of humor and realize that good teaching means that students grow not only in the quantity of knowledge but in their mental health as well.

What follows are human relations incidents written by pre- or in-service teachers. The descriptions above have been condensed into a briefer definition (called rubrics) on which you are to rate the perceptions of the writer. Use the following steps for making your ratings:

1) Carefully read the perceptual rubric. When necessary, go back and reread the description above.
2) Read the HRI, keeping the rubric in mind. Ask yourself how must the writer perceive to have described the situation this way.
3) Reread the definitions and decide where on the scale the writer's perceptions lie.

For this assignment you will read 10 HRIs and see if you can get a “feel” for the perceptions associated with effective educators. The only thing you will have to turn in for this assignment is the last page on which you will get to test your ability to rate perceptions on 2 HRIs.

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Example 1: PERCEPTIONS OF SELF AS IDENTIFIED

1) Carefully examine the perceptual definitions.

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<thead>
<tr>
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<td>The educator feels a oneness with all people. S/He perceives him/herself as deeply and meaningfully related to persons of every description.</td>
<td>The educator feels generally apart from others. His/her feelings of oneness are restricted to those of similar beliefs.</td>
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Effective educators feel closeness to people of every description, independent of race, creed, or national origin. This does not mean they are friends with everyone, but rather that they have the capacity to understand and feel a compassion for all people. The feeling of identification is familiar to everyone. The joy over the accomplishments of loved ones, the excitement over a team’s victory, and even the sadness over the tragedies of friends and neighbors exemplify this identification. Some of the greatest figures in history have developed this feeling of oneness or identification to such an extent that all humankind has been included.

The opposite is seen in people who never come to share meaningful experiences with another human being. Most people fall somewhere between these extremes. Effective educators perceive a greater identification between themselves and all students, regardless of beliefs and background. This is an essential quality for effective teaching.

2) Read the Human Relations Incident, keeping the definition in mind.

He was extremely poor but just as proud. He needed help but the problem was how could we help him without hurting him? Jerry (fictitious name) was a very good math student in one of my seventh-grade classes. He made good grades, but he started going to sleep every day in class after he finished his work. At first, I just let him sleep, thinking that it was a temporary thing. However, it occurred more and more often. I confided in his homeroom teacher and we became real snoops. She went into his locker every day for a week and discovered that all he had for lunch every day was bread with margarine spread on it. Next we went to the principal. We offered to buy his lunches but the principal said no. He called in the school nurse and she investigated the home situation. She found conditions quite critical and as we had suspected, the children were suffering from malnutrition. Jerry was just too tired to stay awake all day and since math seemed to be his easiest subject, he chose that class in which to sleep. Well, the outcome was that the principal offered Jerry a job in the lunchroom for free lunches. Jerry accepted and does not know to this day that two teachers were “snoopy.” He stopped sleeping in class almost immediately. He is now a senior in high school and is still in the accelerated math program where I placed him at the end of the seventh-grade.

How would a person perceive in this situation if s/he were identified with others? Unidentified? How must a person perceive to behave in the manner just described?

3) Reread the definitions and make your rating on the scale provided.

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| 7 | 6 | 5 | 4 | 3 | 2 | 1 |

4) Compare your ratings with those of the professional raters.

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The professional raters scored this person a 6. (Hereafter, the professional raters’ score will be denoted by an X on the appropriate number of the scale.) A score of 5, 6, or 7 would have indicated agreement with the trained raters. (Hereafter, the range on the scale indicating agreement with the professional raters will be boxed in.)

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A perceptual rating must be independent of personal likes and dislikes. From an external point of view, rummaging through a student’s locker, and even his lunch, might elicit a personal evaluation of “dislike” for those involved. This may appear to violate our beliefs and philosophies. However, when the intent and perceptions of the person involved are understood, a different opinion may be reached. It is dangerous to focus on behavior taken out of context. After setting aside personal external evaluations of behavior, decide how the person involved perceives. Where do his perceptions lie on a perceptual continuum? Personal likes and dislikes cannot, of course, be ignored. But it is possible to recognize them and hold them in abeyance when examining the perceptual factors.

The evidence in the example indicates a person who identifies well with other people. This person shows a high regard for the feelings of students and a sense of accomplishment in the success of students. A less identified educator might have felt his concern was to teach math and not get involved in the personal problems and feelings of students. There appears to be personal pride and satisfaction, which comes with identification, when the teacher says, “He is now a senior in high school and is still in the accelerated math program where I placed him at the end of the seventh-grade.”

Some information about identification comes from the nature of the incidents the person chooses to relate. Are the incidents student-centered or self-centered? Generally like him or unlike him? Here again, the example shows an identified person who relates to others in meaningful ways.

**Example 2: PERCEPTIONS OF SELF AS IDENTIFIED**

1) Carefully examine the perceptual definitions.

**IDENTIFIED**
The educator feels a oneness with all mankind. S/He perceives him/herself as deeply and meaningfully related to persons of every description.

**UNIDENTIFIED**
The educator feels generally apart from others. His/her feelings of oneness are restricted to those of similar beliefs.

2) Read the Human Relations Incident, keeping the definitions in mind.

*At the beginning of the fall trimester, I was assigned to school as assistant to the audio-visual director. I came from a college position and was completely new to the school. The A-V director was new to the position but not to the community, having lived in this area all her life. This woman was younger than I, with much less experience in teaching and in handling audio-visual materials. She was certified (as I was not) in library science, a requirement in all Florida schools. From the very beginning there were problems in our relationship, many of them stemming from the aforementioned facts, but mainly from her objection to my “attitude” and my “evasion of responsibility.” She even saw fit on several occasions to lecture me on the fact that I should be able to “take over” the A-V office and run it satisfactorily during her absence. For some reason she felt I was not capable of doing this. Two facts colored her thinking about me: the fact that I am single and the fact that my attitude toward students is somewhat permissive, allowing them a great deal more freedom than she thought was necessary. At the same time, her provincial background undoubtedly colored my thinking about her. Another aspect of the situation was that the director felt she was overworked and that her assistant, even though assigned for only three hours a day, should take certain amount of administrative work off her shoulders.*

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expressed the desire to do this, but she seemed convinced by this time that I could not be trusted with heavy responsibility.

Although our professional duties created a certain common ground of understanding, our personal relationship deteriorated steadily to the point where a cold-war stalemate was reached. She took her keys with her when leaving the office and chose to blame me whenever anything was misplaced or missing.

What I did about this situation was to simply leave it. I found another job (in campus broadcasting studio) and notified the principal that I was making the change after Christmas. This was the easy way out. I realize that, but the unpleasantness involved in working with this woman influenced my early decision to resign. Under the conditions existing at the time, I could see no other solution.

Possibly what I should have done was to take a more understanding viewpoint toward this woman and her problems. If she wanted her assistant to be very strict with students and with the checking out of materials, I should have been willing to cooperate. My failure to compromise on this matter probably led her to believe that I couldn’t be trusted.

I should also have kept in closer communication with the director of the school and the principal, explaining the situation to them and assuring them of my desire to cooperate fully. I did not, and this led to the mistaken belief that I wasn’t taking my duties seriously.

My worst mistake was in my personal dealings with the A-V director. She oddly enough seemed to like me personally, having said so on several occasions, and with a little tact and sympathy on my part the entire situation could have been worked out satisfactorily.

How would a person perceive in this situation if he were identified with others? Unidentified? How must a person perceive to behave in the manner just described?

3) Reread the definitions and make your ratings on the scale provided.

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4) Compare your ratings with those of the professional raters.

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The focus of this person’s remarks is on himself. It appears that the management of the way he looks in the situation is of primary concern. There was little interest or concern for the way other persons felt or saw situations. He even states his inability to identify by saying, “Possibly what I should have done was to take a more understanding viewpoint toward this woman and her problems.” He also acts on preconceived notions concerning the other’s intentions, such as what effect being single and permissive had on his relationship with the teacher involved. Overall, there is a feeling of separation between him and others. We see a push-pull relationship (me-you) rather than a oneness (us). These characteristics indicate a person who doesn’t identify with others, who doesn’t see himself as related to others, and who fails to see things from others’ viewpoints.

EXAMPLE #3 PERCEPTIONS OF OTHERS AS ABLE

1) Carefully examine the perceptual definitions.

**ABLE**
The educator sees others as having capacities to deal with their problems. S/He believes others are basically able to find adequate solutions to events in their own lives.

**UNABLE**
The educator sees others as lacking the necessary capacities to deal effectively with their problems. S/He doubts their ability to make their own decisions and run their own lives.

The beliefs one holds about others, whether accurate or false, affect behaviors toward them. Therefore, it is imperative that educators believe people are basically able to cope with their problems. Children won’t learn to solve problems unless given a chance to try. If a teacher believes students to be able, the stage is set for positive growth and successes.

2) Read the Human Relations Incident, keeping the definitions in mind.

*Today on the playground, John, one of my children, broke his glasses. This was not my day for playground-duty so I did not see what happened. Three conflicting reports were told me. The children were running after the ball, John was sitting on the ground with his glasses beside him and Henry stepped on them. This was the first report. The second report was that Henry had hit John and broken the glasses. The third report was that John had become angry and had hit Henry over the head, breaking the glasses. The boys were very boisterous. I asked the boys to take their seats - all except John.*

John was in tears and would not talk. I suggested that he take his seat and come talk with me when he felt like it. Some time later John came to my desk and said, “I’m ready to tell you. I got mad at Henry for getting the ball and hit him. I had my glasses in my hand and they got broken.” I smiled at him, thanked him and asked him to tell his mother. I believe this was the way I should have handled the situation.

How would a person who saw others as “able” perceive the situation? Unable? How must a person perceive to behave in the manner just described?

3) Reread the definitions and make your rating on the scale provided.

**ABLE**
The educator sees others as having capacities to deal with their problems. S/He believes others are basically able to find adequate solutions to events in their own lives.

**UNABLE**
The educator sees others as lacking the necessary capacities to deal effectively with their problems. S/He doubts their ability to make their own decisions and run their own lives.

4) Compare your ratings with those of the professional raters.

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The teacher showed trust in the coping ability of children. She believed that children, if left to themselves, would tell her the truth. She relates that John was told “to take his seat and come talk to me when he felt like it.” A teacher who saw people as less able may have pulled rank and demanded the truth. Instead, the teacher created a situation in which the information was acquired, and a learning situation was provided for John and the entire class.

EXAMPLE #3 PERCEPTIONS OF OTHERS AS ABLE

1) Carefully examine the perceptual definitions.

ABLE
The educator sees others as having capacities to deal with their problems. S/He believes others are basically able to find adequate solutions to events in their own lives.

UNABLE
The educator sees others as lacking the necessary capacities to deal effectively with their problems. S/He doubts their ability to make their own decisions and run their own lives.

2) Read the Human Relations Incident, keeping the definitions in mind.

One of the most difficult things I’ve had to do as a teacher is assign grades. Two years ago I had a certain student in my typing class. This boy was almost perfection itself; beautifully mannered, well liked by everyone, very handsome, and extremely intelligent. As a matter of fact, this is what brought about a dilemma. Typing is, of course, a skill subject and in my classes, about half the grade comes from performance on the typewriter. The first six weeks ended and this student deserved a B. It was a well-known fact among the faculty that he had straight A’s on his entire school record. He had never made a B in his life. It really upset me to put down that B on report card day and I told him how sorry I was to have to spoil his perfect record of A. And then I was most pleasantly surprised. He smiled at me and very earnestly informed me that he deserved the B and if I had given him anything higher, he certainly would not think much of me as a teacher. Well, the outcome was that he made a B the second six weeks, too. This still did not seem to bother him. He worked diligently at developing his typing skill (this is the way he attacked all problems) and during the third six weeks, he attained his goal. He made straight A’s the rest of the year and developed into an excellent typist.

How would a person who saw others as “able” perceive the situation? Unable? How must a person perceive to behave in the manner just described?

3) Reread the definitions and make your rating on the scale provided.

ABLE
The educator sees others as having capacities to deal with their problems. S/He believes others are basically able to find adequate solutions to events in their own lives.

UNABLE
The educator sees others as lacking the necessary capacities to deal effectively with their problems. S/He doubts their ability to make their own decisions and run their own lives.

4) Compare your ratings with those of the professional raters.

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The feeling of ableness is prevalent throughout the incident. The teacher believed the boy could reach the required performance level. She was also pleased with the boy’s reaction to her grading policy. He was able to understand the grades she had to assign. The problem of grading probably stemmed from a conflict between knowing the boy’s potential and the evidence of his current level of functioning. This, she related, caused her a great deal of difficulty and grief. Overall, the teacher’s belief is one of trust and ableness of her students.

EXAMPLE #5 LARGER PERCEPTIONS OF PURPOSE

1) Carefully examine the perceptual definitions.

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<td>The educator view events in a narrow perspective.</td>
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<tr>
<td>His/her goals extend beyond the immediate to larger</td>
<td>His/her purposes focus on immediate and specific goals.</td>
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<td>implication and contexts.</td>
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The definition states that effective educators are concerned with larger goals. To have larger goals and broader perspectives means that educators consider the implications of classroom behavior on a student’s future; there is a concern for the future successes and happiness of students. Art Combs relates a story about a teacher holding class on the day President Kennedy was assassinated. This teacher insisted that students “stay on task” and finish their math assignments and that discussions of what had happened should take place elsewhere. An opportunity for genuine long-range learning was lost due to a smaller, narrower view of the teaching purpose.

2) Read the Human Relations Incident, keeping the definitions in mind.

In my first year of teaching I was assigned to a junior high school which practiced homogeneous grouping of students. The groupings were determined by scores attained on standardized tests and the recommendations of previous teachers. The school was located in an area in which the families were mostly in the lower socio-economic group.

In one of my 7th grade classes I had Roger as a student. Roger was a mental retardee, having at this time a chronological age of 15 and a mental age of 8. He could not write in script form and printed any written work I asked him to do. He also lacked the physical coordination of a 15 year old. He had attended the special class conducted by the elementary school he had attended for the past several years and had been socially promoted by that teacher as it was felt the association with children his own age or near to it would be of benefit to him. The financial status of his family did not permit his being enrolled in one of the special schools the area afforded.

From such personnel records as were available at the beginning of the year I knew Roger was retarded but was not aware of the extent of his retardation until some time later. Roger was not a disruptive influence in the class, being generally quiet and well behaved. He lacked the ability to participate in class discussions and when written work was assigned, he was permitted to choose a partner to help him.

After about two weeks of school I gave the class their first test. It was not a difficult test and his group, which was the lowest grouping of the 7th grade, scored rather high on the test. Roger, however, did not correctly answer a single question. I did not differentiate in grading his paper and gave him an E which was a failing grade. The next day I returned the papers and Roger, after observing his failing grade, put his head down on his desk and began to cry. One of the students told me he was crying because he got an E.

After returning all of the papers I began the discussion of the day’s material, ignoring Roger for the time being. After some minutes I noticed Roger had stopped crying and was sitting up. His eyes were red and his face tear streaked. I picked up a book I had taken from the library earlier in the day and handed it to Roger with the request that he return it to the library for me. This would give him the opportunity to refresh himself. No reference was made then or later the his grade or to his crying.

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Subsequent to that incident I did two things, I placed in his permanent folder a statement that he was, in my opinion, unable to do the work required at this level and due to his emotional instability he would be graded on a different scale from the rest of the class. Secondly, I did not again give Roger a failing grade.

How would a person with a larger purpose perceive in a similar situation? Smaller? How must a person perceive to behave in the matter just described?

3) Reread the definitions and make your rating on the scale provided.

LARGER
The educator views events in a broad perspective. His/her goals extend beyond the immediate to larger implications and contexts.

SMALLER
The educator views events in a narrow perspective. His/her purposes focus on immediate and specific goals.

7 6 5 4 3 2 1

4) Compare your ratings with those of the professional raters.
The person in this incident tends to perceive in a smaller way. His/her concern is with the immediate situation, the boy’s inability to perform on the class test. The long-range results of the teacher’s actions, the effect they will have on the child’s future, are never taken into consideration. This teacher perceives his job as correctly labeling children based on their immediate performance rather than helping students to succeed in life. There is some redemption in the teacher’s handling of the situation by allowing the student to return the book. But the teacher perceived his purposes as more short-ranged and immediate than broad and long-ranged.

**EXAMPLE #6 LARGER PERCEPTIONS OF PURPOSE**

1) Carefully examine the perceptual definitions.

**LARGER**
The educator views events in a broad perspective. 
His/her goals extend beyond the immediate to larger implications and contexts.

**SMALLER**
The educator views events in a narrow perspective. 
His/her purposes focus on immediate and specific goals.

2) Read the Human Relations Incident, keeping the definitions in mind.

*I had about 30 first graders for an art lesson of paper designs. The students needed a lot of assistance and demonstrations because this project was new to them. One student did just the opposite of the assignment and I responded with shock and said “What are you doing?” I felt irritated and wondered how the child could be so dumb. But now I think that hurt the child’s self-confidence and that in the future I should handle the situation more calmly, since art is highly self-interpretive.

In the same first grade class, I was pinning notes on students to go home. Out of the corner of my eye I saw one boy take two pins and hide them in his pocket. This boy is a discipline problem so I figured he might use these pins in a destructive way. I got very angry and shouted at the boy to return them. His eyes got large and he returned one. I got even angrier because he gave me only one. I thought he thought he was fooling me by giving one back. I couldn’t paddle him so I yelled at him even louder, although we were face to face. He returned the last pin. I told him to sit down. He did and covered his face with his hands. Since then he has followed my directions a little more closely. I try to give him extra duties such as passing out things to make him feel useful. Still, yelling like that is more an emotional than reasonable way to handle a discipline problem.*

How would a person with a larger purpose act in a similar situation? Smaller? How must a person perceive to behave in the manner just described?

3) Reread the definitions and make your rating on the scale provided.

**LARGER**
The educator views events in a broad perspective. 
His/her goals extend beyond the immediate to larger implications and contexts.

**SMALLER**
The educator views events in a narrow perspective. 
His/her purposes focus on immediate and specific goals.

7 6 5 4 X 2 1

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4) Compare your ratings with those of the professional raters.

The teacher’s purposes are directed at the immediate situations: trying to get through the lesson, even at the cost of personal belittlement. The goals are to control students’ behavior with little or no concern for long-range implications. The teacher never stops to ask what are the larger implications, what effect will this have on the students' lives. Thus, the perceptions of the purpose of teaching are smaller.

EXAMPLE #7 PEOPLE ORIENTED FRAME OF REFERENCE

1) Carefully examine the perceptual definitions.

PEOPLE
The educator is concerned with the human aspects of affairs. The attitudes, feelings, beliefs, and welfare of persons are prime considerations in his/her thinking.

THINGS
The educator is concerned with the impersonal aspects of affairs. Questions of order, management, mechanics, and details of things and events are prime considerations in his/her thinking.

The events people choose to write about supply information about a person’s perceptions and values. People-oriented educators are concerned with individual students and the unique situations that arise and require solutions. The definition states that student' beliefs, feelings, and attitudes are of prime consideration to effective educators. They realize that significant learning takes place through experiences that are personally meaningful.

2) Read the Human Relations Incident, keeping the definitions in mind.

One of the problems facing any new teacher is the problem of discipline and the enforcing of school rules and regulations. Specific regulations will vary from school to school but there are a few which are usually in effect at most secondary schools. These will prohibit students from smoking while school is in session, from leaving the school property without permission, mandatory attendance at classes, etc. Disregard of some of the regulations may be handled by the classroom teacher but in other instances the teacher is required to report any infraction to the school administrator or other official. In this regard, a question that is immediately raised is do you report all infractions committed by the student, or does the reporting by the teacher depend upon the source of information from which the knowledge of the infraction is derived?

For example, if the teacher apprehends a student in the act of violating a school regulation, the duty of the teacher is clear. But on the other hand, if the student volunteers such information about himself, is the teacher obligated to report the infraction or does he have the moral responsibility of respecting the confidence of the student and remain silent? As an illustration, I once had a teenaged boy tell me that he had, during the preceding week, brought a bottle of wine to school and secreted it in his locker. During class changes and at other opportunities he and his friends had gone to the locker and drank from the bottle. I did not report this incident to the school administration.

In dealing with cases of students violating school discipline I generally followed these guidelines. If the information regarding a breach of discipline was given to me by a person other than the student involved or was unearthed by me in the course of an investigation on my part, I believed this information could and should be reported if the seriousness of the offense required it to be. However, if the information was volunteered by the student involved in the infraction, I would respect his confidence and remain quiet unless I had first warned him that any disclosure on his part might be reported.

My actions in this connection were predicated on the belief to secure the trust and confidence of the student you must earn it by demonstrating that you deserve it.
How would a person perceive if he were people-oriented? Things-oriented? How must a person perceive to behave in the manner just described?

3) Reread the definitions and make your rating on the scale provided.

**PEOPLE**
The educator is concerned with the human aspects of affairs. The attitudes, feelings, beliefs, and welfare of persons are prime considerations in his/her thinking.

**THINGS**
The educator is concerned with the impersonal aspects of affairs. Questions of order, management, mechanics, and detail of things and events are prime considerations in his/her thinking.

7   6   5   4   3   2   1
4) Compare your rating with those of the professional raters.

PEOPLE  7  6  5  X  3  2  1  THINGS

Good educators are concerned with details and mechanics of events, but realize that their purpose is to benefit people. Sometimes educators forget the real purpose of education and start to perceive it as a matter of manipulating things rather than assisting people. The incident shows a teacher who is concerned with details and mechanics of events and with policies. However, a concern for students and their rights was also expressed. This is the reasoning behind a rating of 4.

EXAMPLE #8 PEOPLE ORIENTED FRAME OF REFERENCE

1) Carefully examine the perceptual definitions.

   PEOPLE
   The educator is concerned with the human aspects of affairs. The attitudes, feelings, beliefs, and welfare of persons are prime considerations in his/her thinking.

   THINGS
   The educator is concerned with the impersonal aspects of affairs. Questions of order, management, mechanics, and details of things and events are prime considerations in his/her thinking.

2) Read the Human Relations Incident, keeping the definitions in mind.

   In my first year of teaching French, I taught one class at 8:00 A.M., a class of about 20 boys of freshmen through seniors at a large university. I thoroughly enjoyed this class but there is one incident that I would like to do over and differently. On the first day of class I noticed a boy who appeared sullen and who wore a sarcastic grin all through class. As I was rather scared and on the defensive, I was very cool towards him and made sure he was on his toes every minute. After several classes he still appeared to have the same attitude. One day I happened to mention his name to a fellow teacher. She said, “Oh, isn’t he nice, but he is so self-conscious about his huge size. He looks as though he would like to disappear under the table.” Frankly, I had never noticed his size but I watched him during class and I was amazed to discover that the other instructor was right. His grin was one of self-consciousness and he was very shy. I immediately changed my attitude and at the end of the semester we were good friends. I often wonder what would have happened if I hadn’t been “clued in.” If I could begin that class over, I would try to see himself and the class as that boy saw them. I would try not to jump to conclusions and I would try to take the whole situation more philosophically so that I would be less on the defensive to begin with.

   How would a person perceive in a similar situation if he were people-oriented? Things-oriented? How must a person perceive to behave in the manner just described?

3) Reread the definitions and make your rating on the scale provided.

   PEOPLE
   The educator is concerned with the human aspects of affairs. The attitudes, feelings, beliefs, and welfare of persons are prime considerations in his/her thinking.

   THINGS
   The educator is concerned with the impersonal aspects of affairs. Questions of order, management, mechanics, and details of things and events are prime considerations in his/her thinking.

   7  6  5  4  3  2  1

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4) Compare your ratings with those of the professional raters.

PEOPLE  7 6 X 4 3 2 1  THINGS

The incident that the person chooses to relate and the manner in which it is described indicates a strong people-orientation. The teacher is very concerned with students’ attitudes and feelings, and she is astonished with her own inability to understand the student’s motives. She apparently believes that she usually does much better. It is also unlikely that a less people-oriented individual would have achieved such a insight. This teacher’s primary concerns evidently were not with the order, management, or mechanics of the situation, but rather with the human aspects.

TWO MORE HRIs and the HAND-IN ASSIGNMENT

Now you should have some idea about the process of making perceptual inferences. Your hand-in assignment is to rate two more HRIs on the scales you just practiced. The only thing you will need to turn in is the page marked “ASSIGNMENT #3.” The procedure you will use for evaluating the Human Relations Incidents will be as follows:

1) Read the Human Relations Incident.
2) Refamiliarize yourself with the four perceptual factors.
3) Reread the Human Relations Incident, keeping the definitions in mind.
4) Select and score on the factor which seems most appropriate for the particular Human Relations Incident.
5) Examine the remaining factors, reread the Human Relations Incident if necessary, and rate.

Thus, upon completing this process, you will have rated each HRI on each of the four perceptual factors. For your convenience, all the scales have been put together below.
PERCEPTUAL RATING SCALE

**PERCEPTIONS OF SELF:**

**IDENTIFIED**
The educator feels an oneness with all people. S/He perceives him/herself as deeply and meaningfully related to persons of every description.

**UNIDENTIFIED**
The educator feels generally apart from others. His/her feelings of oneness are restricted to those of similar beliefs.

7 6 5 4 3 2 1

**PERCEPTIONS OF OTHERS:**

**ABLE**
The educator sees others as having capacities to deal with their problems. S/He believes others are basically able to find adequate solutions to events in their own lives.

**UNABLE**
The educator sees others as lacking the necessary capacities to deal effectively with their problems. S/He doubts their ability to make their own decisions and run their own lives.

7 6 5 4 3 2 1

**PERCEPTIONS OF PURPOSE:**

**LARGER**
The educator views events in a broad perspective. His/her goals extend beyond the immediate to larger implications and contexts.

**SMALLER**
The educator views events in a narrow perspective. His/her purposes focus on immediate and specific goals.

7 6 5 4 3 2 1

**FRAME OF REFERENCE:**

**PEOPLE**
The educator is concerned with the human aspects of affairs. The attitudes, feelings, beliefs, and welfare of persons are prime considerations in his/her thinking.

**THINGS**
The educator is concerned with the impersonal aspects of affairs. Questions of order, management, mechanics, and details of things and events are prime considerations in his/her thinking.

7 6 5 4 3 2 1

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Human Relations Incident A

On the first day of school I had a three year old who was completely oblivious of me. He acted as if he could not hear me or see me. The entire morning he ran around the room pulling toys off the shelves. He seemed to have no interest in what I was doing. I tried to ignore him, but it was difficult because the other children kept an eye on him and were constantly telling me what he was doing. When I approached him, he screamed and ran across the room.

I tried to approach him. I tried to coax him into joining us. Every time he looked at me he gave me a sly smile as if he was enjoying making me unhappy. I ended up ignoring him.

I felt very badly about the situation. I felt that I was not in control and that he was in control and that he was manipulating me.

Now that two weeks have gone by, I feel a great deal better about things. He still is difficult, but under control. He is much more interested in things in class and wants to participate in everything. Today he was a leader, which means he cleaned up well after free play. I feel that I didn’t handle him well the first day. Through positive reinforcement I keep him in line. I believe I should have had more patience with him and myself the first day.

Human Relations Incident B

While teaching 6th grade beginning band students, I had one male student who had a problem. John (not his real name) would forget his music, instrument, reeds, or just not come to class at all. John was large for his age and loved any kind of sports. He would use any excuse not to come to band rehearsal, to include a scratch, bumps on some elbow, etc.

Finally, I called his mother who informed me that she had played the old clarinet which John was using and she wanted him to have some of the fine arts. The father was an athlete and wanted John to be an athlete also. Therefore, John was being pulled in two directions, trying to please both parents at the same time. I encouraged John and reinforced him at every opportunity. However, John’s true love was sports.

John made up his mind one day. His clarinet was squeaking and he became so irritated that he broke the clarinet in halves over his knee.

He knew he was in trouble with his mother, and would either have to tell her a lie about the clarinet and how it got broken or tell her the truth he hated the clarinet. I continued the rehearsal. John got some glue and tried to repair the clarinet which was broken beyond repair. I did not report the incident to John’s mother because either way John went (lie or truth) his band days were over. John told me later he would not be in band anymore.

At the time of this incident, I felt frustration. Partly, I felt proud of John on taking a stand and making a decision. But, I felt that I should have sent him to the school principal as an example to the other students. Now I am satisfied with my decision of letting John handle his own problem in his own way.
EDF 103 ASSIGNMENT #3

Social Security Number __________________________ Name ______________________________
Course Number and Term ______________________________

PERCEPTUAL RATING SCALES FOR HRI “A”

Perceptions of self as IDENTIFIED 7 6 5 4 3 2 1 UNIDENTIFIED

Perceptions of others as ABLE 7 6 5 4 3 2 1 UNABLE

Perceptions of purpose as LARGER 7 6 5 4 3 2 1 SMALLER

Frame of reference as PEOPLE 7 6 5 4 3 2 1 THINGS

PERCEPTUAL RATING SCALES FOR HRI “B”

Perceptions of self as IDENTIFIED 7 6 5 4 3 2 1 UNIDENTIFIED

Perceptions of others as ABLE 7 6 5 4 3 2 1 UNABLE

LARGER Perceptions of purpose 7 6 5 4 3 2 1 SMALLER

PEOPLE oriented frame of reference 7 6 5 4 3 2 1 THINGS

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