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Perceptual Rating Scale

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PERCEPTIONS OF SELF:

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

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

PERCEPTIONS OF OTHERS:

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

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

PERCEPTION OF PURPOSE:

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

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

FRAME OF REFERENCE:

**PEOPLE**
The teacher 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 teacher 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.
**Human Relations Incidents**

The materials you will be reading and evaluating are Human Relations Incidents (HRI) written by students, teachers and/or graduate education students. All were asked to follow the same basic format for writing these incidents. The instructions were as follows:

*Think of a significant event that involved you in a teaching or helping role with one or more other persons. The event you describe should be one that has personal meaning for you (something that interested you, something that made you wonder, something that made you feel good, something that just didn't work out as you had hoped, etc.). It would be helpful if you describe feelings about the situation. Include as much detail as possible when answering the following questions:*

- Describe the situation as it occurred at the time.
- What did you do in that particular situation?
- How did you feel about the situation at the time you were experiencing it?
- How do you feel about the situation now?
- What would you change, if anything?

**Instructions for Evaluating HRIs**

Use the following steps for making your ratings using the attached rubrics:

1) Carefully read the perceptual rubric.

2) Remember you are to infer the person’s dispositions not whether you agree with what the person did or if you would have done it the same way. When necessary, go back and reread the rubrics.

3) Read the HRI, keeping the rubric in mind. Ask yourself how the writer must perceive to have described the situation this way.

4) Reread the rubric and decide where on the scale the writer's perceptions lie.
Practice Human Relations Incidents

Human Relations Incident #1

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 I 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 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.

Human Relations Incident #2

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 to 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 the 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.

Human Relations Incident #3

Approximately fifty miles into the Kaisut Desert the Land Rover in which I was riding had another flat tire. The driver and one of his assistants were working on the tire, and a group of men and boys from the village of Kergi came to investigate. Our driver inquired as to the possibility of our photographing some of the people of the village; a disagreement took place, and no pictures were allowed. Four holes were found in the tube of the tire, so we were in for a rather long wait until they could be repaired. The men drifted away gradually, but the young boys stayed to observe. Only two girls about five years old and three very elderly women were seen; the rest of the females had taken the group’s camels to Lake Turkana for water. As I was leaning against the Land Rover, some of the boys came up to me and addressed me in up-country Swahili. The others in our group seemed uninterested in the proceedings and remained in the car. I answered as well as possible in very rough Swahili. The boys, who ranged in age from four to twelve, laughed heartily at my attempts to speak their tongue.

I sat down on the ground and was immediately surrounded by about 15 or 20 of the boys. I was still laughing at their laughing at me. I simply smiled and tried some more Swahili. They laughed again, drew closer, and tried out their rudimentary English on me. I laughed and tried to help them pronounce their words more correctly. They seemed to be thoroughly enjoying the proceedings, and I went into a
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