

## **ANALYSIS OF PROFESSIONAL DISPOSITIONS**

Movement Science Department, Grand Valley State University,  
*Physical Education Teacher Education Program*

NAME \_\_\_\_\_ Transferred to GVSU? \_\_\_\_ yes \_\_\_\_ no

Please circle one of the following: Fr. So. Jr. Sr. Sr. + Year you began attending Grand Valley?

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The goal of this process is to intentionally engage students in open and honest discussion, reflection, and assessment of their personal dispositions in relationship to the standards addressed in teacher education. As a result, students within the Department of Movement Science at Grand Valley State University will develop an understanding of, and be expected to exhibit, professional dispositions throughout their teacher preparation coursework.

The following guidelines will be used to implement the Movement Science Department's APD program:

1. The APD will be completed by appropriate K-12 Physical Education Teacher Education faculty members after the midterm dates identified on the university's academic calendar.
2. The APD will be completed for all physical education professional instruction majors using the rubric included below. The rubric which will be available to all students on the department website.
3. Each student will be asked to complete the rubric independently during PED 307 as a reflective self-analysis of the dispositions identified on the form.
4. In conjunction with the student self-analysis, appropriate GVSU faculty members will also complete the rubric for each student.
5. After the APD is completed once each academic year, and when deemed appropriate, a faculty member will be assigned to meet personally with any student with whom such a meeting seems warranted to provide mentoring, support, and encouragement. In such cases, a written summary of the faculty/student interaction will be created and signed by both parties.
6. The APD will be used to monitor each student's professional development while progressing through the K-12 professional instruction major.

# Grand Valley State University Physical Education Teacher Education

## Analysis of Professional Dispositions Rubric

CAEP Standard 6 and all the elements (6.a, 6b and 6c) are addressed in this Rubric. (As of June 2017)

Physical Education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

	<b>Unacceptable (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
<p><b>CAEP Standard/Element Addressed 6.a</b></p> <p><b>Engage in Behavior that reflects professional ethics, practice and cultural competence.</b></p>			
<p>CAEP Standard Addressed 6.a- Professional Ethics</p>	<p>Unaware of school rules and policies. Sometimes disregards known policies or restrictions. Wants exceptions to be made for oneself, or tries to get around established rules of behavior, dress, etc. Thinks rules were made for others.</p> <p>Reflects on his/her behavior, but may lack accuracy and honesty or may require prodding to do so. Takes limited responsibility for mistakes or shortcomings, but fails to take steps to remedy</p>	<p>Knows school rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in one's patterns of dress, behavior, etc.</p> <p>Uses reflection to accurately and honestly assess performance and behavior. Takes steps to alter performance or behaviors in order to remedy situations needing attention.</p>	<p>Follows school rules and policies and encourages others to respect them. Shows exemplary patterns of behavior with respect to rules and policies dealing with dress, behavior, or other aspects of context operation.</p> <p>Regularly uses accurate and honest reflection to assess performance and behavior. Can be depended on to always be accountable and responsible for performance and behavior, and to seek out remedies to situations that need attention.</p>

	situations that need attention.		
<b>CAEP Standard 6.a-Professional Practice</b>			
CAEP Standard 6.a-Practice	<p>Puts forth minimal effort and fails to do fair share of the work. Attendance at group meetings is uneven or absent. Shows little regard for other people or their ideas. May actually be a roadblock for getting a project completed? Does not relate well with others.</p> <p>Work completed with little attention to quality. May be sloppy and/or contain errors. Emphasis is on getting work done rather than learning. Assignments are sometimes late or missing. Uses current knowledge rather than additional resources to complete work. Procrastinates.</p> <p>Exhibits a pattern of absence or tardiness. Fails to contact instructor to make arrangements for missed work. Gives no reason for missing class. Sometimes disrupts class by arriving late</p>	<p>Contributes ideas and efforts to the group. Comes to meetings prepared and on time. Incorporates ideas of others into the group's activities. Relates well to others and promotes group success.</p> <p>Assignments are completed correctly and with accuracy. Work shows a basic grasp of the assignments intent. Meets assignment deadlines. Work is completed, but may not be as thorough as possible. Makes use of resources provided to complete work.</p> <p>Consistently attends class and is on time. Usually notifies instructor in advance or arranges to meet instructor following a missed class. Usually provides a valid reason for absence.</p>	<p>Promotes group goals by contributing above and beyond expectations. Comes early to help facilitate group meetings and is well prepared. Encourages the use of ideas from all. Does everything possible to ensure success for the group.</p> <p>Work is completed with attention to detail, is sequential and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Seeks new resources and additional information to complete work.</p> <p>Arrives at class early. Always makes prior arrangements when absence is necessary. Submits assignments prior to absences and/or follows up to complete missed work. Arranges with classmates or instructor to secure handouts or materials presented in class.</p>

<b>CAEP Standard/Element Addressed 6.a-Cultural Competence</b>			
6.a-Cultural Competence	Does not successfully model, develop and implement learning opportunities, which demonstrate the importance of differences among students (physical, cultural, religious,SES).	Models, develops and attempts to implement learning opportunities, which demonstrate the importance of differences among students (physical, cultural, religious,SES).	Models, develops and implements learning opportunities, which demonstrate the importance of differences among students (physical, cultural, religious,SES).
<b>CAEP Standard/Element 6b: Engage in continued professional growth and collaboration in schools and/or professional organizations.</b>			
<b>Professional Development (see Professional Dispositions Card) Addressed 6.b</b>	Unaware of organizations and/or publications. Shows little or no interest in professional activities or events. Attends only when mandatory. Little interest in growing professionally.	Aware of professional organizations and/or publications. Occasionally participates in professional activities or events. Understands the value and the importance of professional growth but may not engage.	Actively involved with professional organizations and/or publications. Willingly participates in professional activities/ events. Engages in leadership positions. Belongs to professional organization(s). Values professional growth.
<b>CAEP Standard/Element 6c: Describe strategies, including the use of technology, for the promotion and advocacy of physical education and</b>	Is not able to demonstrate knowledge nor promote advocacy strategies for physical education and physical literacy. Does not utilize or include	Demonstrates limited knowledge of strategies and use of technology to promote and advocate for PE and physical literacy. Is able to locate and utilize some resources, which can promote PE	Demonstrate knowledge of various strategies and uses of technology to promote and advocate for PE and physical literacy. Is able to locate and utilize appropriate resources, which promote

<b>expanded physical activity opportunities.</b>	technology as a tool for promotion.	and physical literacy to students and the general community.	PE and physical literacy to students and the general community.
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