

## **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. + \_\_\_\_\_ The year you began attending Grand Valley? \_\_\_\_\_

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 (6.1-6.4) are addressed in this Rubric

	<b>Unacceptable (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
<b>CAEP Standard/Element Addressed 6.1</b> <b>Values Reflection and Personal Attributes Needed for Teaching</b>	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 situations that need attention.	Uses reflection to accurately and honestly assess performance and behavior. Takes steps to alter performance or behaviors in order to remedy situations needing attention.	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.
<b>Personal Characteristics Necessary for Teaching</b>	Appears lethargic, and/or disinterested in professional growth. Displays very little energy, enthusiasm, or passion. Lacks self-motivation and is not a self-starter. Tends to be passive, and depends on others for direction, ideas, and guidance.	Displays energy, enthusiasm, and desire for professional growth. Expresses a commitment to the profession. Freely shares thoughts and ideas with others. Is creative, self-motivated, and seeks help as needed to implement plans.	Displays a high level of energy, enthusiasm and passion that is contagious to others. Appears deeply committed to the profession, to his/her own professional growth, as well as the growth of others. Independently formulates and implements plans.
<b>CAEP Standard/Element Addressed 6.2</b> <b>Group Work</b>	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	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	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

	for getting a project completed? Does not relate well with others.	success.	ensure success for the group.
<b>Class Preparation</b>	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.	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.	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.
<b>Relationships with others</b>	Fails to be inclusive. 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. Is undependable.	Is tolerant of others despite differences. Interacts with others in a polite, courteous, and professional manner. Shows some awareness of others' needs. Listens to others and attempts to understand them.	Willingly includes all others, despite differences. Welcomes feedback and interaction with others. Shows genuine concern for others and their needs. Listens carefully to others and respects their views. Is dependable.
<b>Professional Development</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. Sees the importance of professional growth.	Actively involved with professional organizations or publications. Willingly participates in professional activities or events. Belongs to professional organization(s). Values professional growth.
<b>CAEP Standard/Element Addressed 6.3</b>	Exhibits a pattern of absence or tardiness. Fails to contact instructor to make	Consistently attends class and is on time. Usually notifies instructor in advance or arranges to	Arrives at class early. Always makes prior arrangements when absence is necessary.

<b>Attendance</b>	arrangements for missed work. Gives no reason for missing class. Sometimes disrupts class by arriving late	meet instructor following a missed class. Usually provides a valid reason for absence.	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.
<b>In class performance</b>	Inattentive in class. May fall asleep, text message or attend to other materials not related to class. Rarely participates in class discussions. May distract others in the class with inappropriate behaviors.	Actively engaged and interested in class activities. Volunteers to respond to questions. Participates in discussions and has the ability to stay focused. Has done the necessary preparation for class.	Shows initiative in class activities. Applies knowledge to other situations and makes connections with previous learning. Asks questions showing intellectual interest. Seeks to extend understanding through higher-level thinking.
<b>Respect for school rules, policies and norms</b>	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.	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.	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.
<b>Emotional Control</b>	Emotions are not under control. May show temper and/or show outbursts of anger. Is disrespectful of peers and others. Does not take personal responsibility for emotions and behaviors. Blames others or outside circumstances for loss	Displays steady emotional temperament, even in potentially volatile situations. Is receptive to viewpoints of others and to their suggestions. Holds self accountable for personal emotions and behaviors. Displays a sense of humor and/or willingness to get along	Always maintains composure regardless of circumstances. Respects the viewpoints of others and treats them with dignity even when not in agreement with them. Can be depended on to always be accountable and responsible for own emotions and behaviors.

	of emotional control.	with others.	
<b>Legal and Ethical Behavior as a role model</b>	Shows pattern of dishonest or deceitful behavior. May sacrifice truth for personal advantage. Fails to use discretion in keeping personal confidences entrusted to oneself. Cannot be counted on to keep one's word or to follow through as promised. Has a history of legal or ethical misconduct. Is not someone you would like children to emulate.	Is truthful and honest in dealing with others. Uses discretion in keeping personal or professional confidences entrusted to oneself. Strives to be trustworthy and keep one's word. Accepts responsibility for, and has moved beyond, any past history of legal or ethical misconduct. A sound role model with personal integrity.	Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep one's word.  Has no history of legal or ethical misconduct. Shows self to be a person of strong character. A good role model of personal integrity.
CAEP Standard/Element Addressed 6.4			
<b>Communication</b>	Uses incorrect grammar in oral and/ or written communication. 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 "okay" or "like").	Usually uses correct grammar in oral and/or written communication. Generally uses language that is appropriate and not offensive. Can convey ideas accurately.	Uses correct grammar in oral and/or written communication. Language usage is conventional and respectful. Is articulate and/or persuasive when expressing ideas.

Student Name: \_\_\_\_\_ Class standing \_\_\_\_\_ Fr , So, Jr, Sr

Rating Scale: U=Unacceptable (1) A=Acceptable (2) T=Target (3)

Dispositions Ratings		U	A	T	
Personal Reflection (6.1)					
Personal Characteristics for Teaching (6.1)					
Group Work (6.2)					
Class Preparation (6.2)					
Relationships with others (6.2)					
Professional Development (6.2)					
Attendance (6.3)					
In class performance (6.3)					
Respect for School rules (6.3)					
Emotional Responsibility (6.3)					
Legal/ethical (6.3)					
Communication (6.4)					
<b>Overall Score</b>					
Overall Scoring Guide:					
Two or more unsatisfactory ratings on the form= <b>Unsatisfactory</b>					
Majority of the ratings in the Acceptable category with not more than 1 unsatisfactory rating = <b>Acceptable</b>					
Majority of the ratings were in the Target category with no unsatisfactory marks = <b>Target</b>					