

## Dispositions Rating Form

Candidate Name:					Date:				
Developmental Range:    Sophomore    Junior    Senior    Grad					Current Course for this activity:				
Rater's Role:            University Supervisor            teacher candidate            Cooperating Teacher									
Note: This rubric functions differently than traditional rubrics. Behavioral anchor descriptions are provided for the extremes and middle measures to guide assessment of each disposition.									
Disposition Rating Bullets → Disposition Indicator ↓	Below Standard	At Standard				Target	Score		
	1	2	3	4	5				
a. <b>Values learning:</b> Attendance	<ul style="list-style-type: none"> <li>Exhibits a pattern of absence and/or tardiness.</li> <li>Fails to contact instructor to make up missed work.</li> <li>Gives no reason for missing class.</li> <li>Sometimes disrupts class.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally misses class and is tardy only in an emergency.</li> <li>Tries to notify instructor if going to be absent or contacts instructor following absence with reason for absence.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently attends class and is on time.</li> <li>Usually notifies instructor in advance and arranges to meet instructor following a missed class.</li> <li>Usually gives reason for planned absence.</li> </ul>						
b. <b>Values learning:</b> Class participation	<ul style="list-style-type: none"> <li>Inattentive in class.</li> <li>Rarely participates in class discussions.</li> <li>May distract others in the class with behaviors or talking.</li> </ul>	<ul style="list-style-type: none"> <li>Is attentive in class.</li> <li>Attention is focused on class-related materials and activities.</li> <li>Responds appropriately when called on.</li> <li>Does not distract others in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Actively engaged and interested in the class activities.</li> <li>Volunteers to respond to questions.</li> <li>Participates in discussions.</li> </ul>						
c. <b>Values learning:</b> Class preparation	<ul style="list-style-type: none"> <li>Work completed with little attention to quality, may be sloppy and/or contain errors.</li> <li>Emphasis on getting work done rather than learning.</li> <li>Assignments are sometimes late or missing.</li> <li>Comes unprepared to class (no text or class materials, hasn't read, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Assignments are completed correctly and with accuracy.</li> <li>Work shows basic grasp of the assignment's intent.</li> <li>Meets assignment deadlines adequately.</li> <li>Is prepared for class most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Work is completed with attention to detail, is sequential, and is logical.</li> <li>Shows evidence of thoughtful analysis of the assignment.</li> <li>Work shows that adequate time and planning were located.</li> <li>Consistently comes to class well prepared.</li> </ul>						
d. <b>Values learning:</b> Communication	<ul style="list-style-type: none"> <li>Uses incorrect grammar in oral and/or written communications.</li> <li>May use slang, profanity, inappropriate vocabulary or offensive language.</li> <li>Does not express ideas clearly.</li> <li>May display distracting language habits.</li> </ul>	<ul style="list-style-type: none"> <li>Usually uses correct grammar in oral and written communication.</li> <li>Generally uses language that is appropriate and not offensive.</li> <li>Can convey ideas accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct grammar in oral and/or written communication.</li> <li>Communication is free of offensive or inappropriate language.</li> <li>Uses language to express ideas very effectively regardless of the age of the listener.</li> </ul>						
e. <b>Values personal integrity:</b> Emotional control	<ul style="list-style-type: none"> <li>Emotions are not under control.</li> <li>May lose temper and show outbursts of anger.</li> <li>Is disrespectful of peers and others.</li> <li>Does not take personal responsibility for emotions and behaviors.</li> <li>Blames others or outside circumstances for loss of emotional control.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains basic control of emotions.</li> <li>May show emotional reaction but does not lose temper or control.</li> <li>Is able to listen to the perspectives of others.</li> <li>Is responsible for emotions and behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>Displays steady emotional temperament.</li> <li>Is receptive to viewpoints of others and their suggestions.</li> <li>Holds self accountable for emotions and behaviors.</li> <li>Displays a sense of humor and/or willingness to get along with others.</li> </ul>						

f. <b>Values personal integrity:</b> Ethical behavior	<ul style="list-style-type: none"> <li>Shows pattern of dishonest or deceitful behavior.</li> <li>Fails to use discretion in keeping personal confidences.</li> <li>Cannot be counted on to keep word or to follow through as promised.</li> </ul>	<ul style="list-style-type: none"> <li>Is truthful and honest in dealing with others.</li> <li>Uses discretion in keeping personal or professional confidences.</li> <li>Strives to be trustworthy and to keep word.</li> </ul>	<ul style="list-style-type: none"> <li>Is honest in dealing with others.</li> <li>Puts truth above personal need or advantage.</li> <li>Always dependable in terms of keeping personal and professional confidences.</li> <li>Can be counted on to follow through and keep word.</li> <li>Shows self to be a person of strong character.</li> </ul>	
g. <b>Values diversity</b>	<ul style="list-style-type: none"> <li>Rejects those who are different in ability, race, gender, or ethnicity.</li> <li>Displays intolerant, disrespectful, and unresponsive behavior toward the ideas and views of others.</li> <li>Interacts in an impolite or unprofessional manner with those perceived as different from self.</li> </ul>	<ul style="list-style-type: none"> <li>Accepts others who are different in ability, race, gender, or ethnicity.</li> <li>Displays respectful and responsive behavior toward the ideas and views of others.</li> <li>Interacts with others in a polite and professional manner with those perceived as different from self.</li> </ul>	<ul style="list-style-type: none"> <li>Willingly works with others from different ability, race, gender, or ethnic groups.</li> <li>Welcomes feedback and interaction with others.</li> <li>Listens carefully to others and respects the views of those perceived as different from self.</li> </ul>	
h. <b>Values collaboration</b>	<ul style="list-style-type: none"> <li>Does not collaborate or consult with others.</li> <li>Shows little regard for people and their ideas.</li> <li>Does not relate well with others.</li> <li>Does not share information or ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates and consults with others.</li> <li>Accepts ideas of others.</li> <li>Relates adequately with others.</li> <li>Shares information and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Actively seeks out and incorporates ideas of others.</li> <li>Willingly works with others to improve the overall environment.</li> <li>Regularly shares information and ideas.</li> </ul>	
i. <b>Values professionalism:</b> Respect for school rules, policies, and norms	<ul style="list-style-type: none"> <li>Unaware of school rules and policies.</li> <li>Sometimes disregards known policies or restrictions.</li> <li>Wants exceptions to the made for self or tries to get around established rules of behavior, dress, etc.</li> <li>Thinks rules were made for others.</li> </ul>	<ul style="list-style-type: none"> <li>Aware of school rules and policies.</li> <li>Usually follows them without being reminded by others.</li> <li>Accepts reminders for breaches of rules or policies, and does not attempt to circumvent them in patterns of behavior, dress, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Knows school rules and policies.</li> <li>Follows them consistently.</li> <li>Understands the purpose of regulations and respects their intent.</li> <li>Accepts responsibility for personally following them in patterns of dress, behavior, etc.</li> </ul>	
j. <b>Values professionalism:</b> commitment to self-reflection and growth	<ul style="list-style-type: none"> <li>Does not recognize personal limitations or strengths.</li> <li>Does not accept suggestions and constructive criticism of others.</li> <li>Does not engage in critical thinking.</li> <li>Does not demonstrate ability to learn through self-reflection.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize personal limitations and strengths.</li> <li>Accepts suggestions and constructive criticism of others.</li> <li>Demonstrates ability to think critically.</li> <li>Demonstrates ability to learn through self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes personal limitations and strengths and uses them to best professional advantage.</li> <li>Actively seeks suggestions and constructive criticism.</li> <li>Regularly practices critical thinking.</li> <li>Regularly engages in learning through self-reflection.</li> </ul>	
k. <b>Values professionalism:</b> Professional development and involvement	<ul style="list-style-type: none"> <li>Shows no interest in activities or events that promote professional development.</li> <li>Attends only when mandatory.</li> <li>Unaware of professional organizations, professional publications, or other educational resources.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally participates in professional activities or events that promote professional development.</li> <li>Aware of professional organizations, professional publications, and other educational resources.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly and actively participates in professional activities or events that promote professional development.</li> <li>Makes use of information from professional organizations, professional publications, and educational resources.</li> </ul>	
l. <b>Values professionalism:</b> Professional responsibility	<ul style="list-style-type: none"> <li>Does not accept responsibility for own actions and for helping students learn.</li> <li>Holds low expectations for the success of some students.</li> <li>Consistently blames student lack of success on factors outside the control of self.</li> </ul>	<ul style="list-style-type: none"> <li>Accepts responsibility for own actions and for helping students learn.</li> <li>Usually holds high expectations for the success of all students.</li> <li>Often looks to explain and remedy student lack of success by factors within the control of self.</li> </ul>	<ul style="list-style-type: none"> <li>Accepts responsibility for own actions and for helping all students learn and actively seeks self-improvement.</li> <li>Consistently holds high expectations for the success of all students.</li> <li>Consistently looks to explain and remedy student lack of success by factors within the control of self.</li> </ul>	

Rubric adapted from Wayda, V. & Lund, J. (2005). Assessing dispositions: An unresolved challenge in teacher education; Teacher candidates may know their subject, but are they suited for the job? *The Journal of Physical Education, Recreation, & Dance*, 76, p. 34.