

### CF STANDARD IX: PROFESSIONAL DISPOSITIONS

LU Education Professionals demonstrate dispositions associated with the profession by their valuing of learning, personal integrity, diversity, collaboration, and professionalism.

#### ANALYTIC SCORING OF STANDARD IX INDICATORS

**Note: This rubric functions differently than others. For the extremes and middle, behavioral anchors are provided as examples to guide assessment of each disposition.**

LEVEL 1: Dispositions assessed prior to Admission to Teacher Preparation						
Rating → Indicator ↓	Below Standard 1	2	At Standard 3	4	Target 5	Score
<b>a. Values learning: Attendance</b>	Exhibits a pattern of absence and/or tardiness. Fails to contact instructor to make up missed work. Gives no reason for missing class. Sometimes disrupts class by arriving late.		Occasionally misses class and is rarely tardy. Tries to notify instructor if going to be absent or contacts instructor following absence with reason for absence.		Consistently attends class and is on time. Usually notifies instructor in advance and arranges to meet instructor following a missed class. Usually gives reason for planned absence.	
<b>b. Values learning: Class participation</b>	Inattentive in class. Rarely participates in class discussions. May distract others in the class with behaviors or talking.		Is attentive in class. Attention is focused on class-related materials and activities. Responds appropriately when called on. Does not distract others in the classroom.		Actively engaged and interested in the class activities. Volunteers to respond to questions. Participates in discussions.	
<b>c. Values learning: Class preparation</b>	Work completed with little attention to quality. May be sloppy and/or contain errors. Emphasis on getting work done rather than learning. Assignments are sometimes late or missing. Comes unprepared to class (no text or class material, hasn't read, etc.)		Assignments are completed correctly and with accuracy. Work shows basic grasp of the assignments intent. Meets assignment deadlines adequately. Is prepared for class most of the time.		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. Consistently comes to class well prepared.	
<b>d. Values learning: Communication</b>	Uses incorrect grammar in oral and/or written communications. May use slang, profanity, inappropriate vocabulary, or offensive language. Does not express ideas clearly. May display distracting language habits.		Usually uses correct grammar in oral and written communication. Generally uses language that is appropriate and not offensive. Can convey ideas accurately.		Uses correct grammar in oral and/or written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener.	
<b>e. Values personal integrity: Emotional control</b>	Emotions are not under control. May lose temper and 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 of emotional control.		Maintains basic control of emotions. May show emotional reaction, but does not lose temper or control. Is able to listen to the perspectives of others. Is responsible for emotions and behaviors.		Displays steady emotional temperament. Is receptive to viewpoints of others and their suggestions. Holds self accountable for emotions and behaviors. Displays a sense of humor and/or willingness to get along with others.	
<b>f. Values personal integrity: Ethical behavior</b>	Shows pattern of dishonest or deceitful behavior. Fails to use discretion in keeping personal confidences. Cannot be counted on to keep word or to follow through as promised.		Is truthful and honest in dealing with others. Uses discretion in keeping personal or professional confidences. Strives to be trustworthy and to keep word.		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 word. Shows self to be a person of strong character.	

LEVEL 2: Dispositions assessed along with Level 1 Dispositions after Admission to Teacher Preparation						
Rating → Indicator ↓	Below Standard		At Standard		Target	Score
	1	2	3	4	5	
<b>g. Values diversity</b>	Rejects those who are different in ability, race, gender, or ethnicity. Displays intolerant, disrespectful, and unresponsive behavior toward the ideas and views of others. Interacts in an impolite or unprofessional manner with those perceived as different from self.		Accepts others who are different in ability, race, gender, or ethnicity. Displays respectful and responsive behavior toward the ideas and views of others. Interacts with others in a polite and professional manner with those perceived as different from self.		Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Listens carefully to others and respects the views of those perceived as different from self.	
<b>h. Values collaboration</b>	Does not collaborate or consult with others. Shows little regard for people and their ideas. Does not relate well with others. Does not share information or ideas.		Collaborates and consults with others. Accepts ideas of others. Relates adequately with others. Shares information and ideas.		Actively seeks out and incorporates ideas of others. Takes leadership in working with others to improve the overall environment. Regularly share information and ideas.	
<b>i. Values professionalism: 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 self or tries to get around established rules of behavior, dress, etc. Thinks rules were made for others.		Aware of school rules and policies. Usually follows them without being reminded by others. Accepts reminders for breaches of rules or policies, and does not attempt to circumvent them in patterns of behavior, dress, etc.		Knows school rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in patterns of dress, behavior, etc.	
<b>j. Values professionalism: Commitment to self-reflection and growth</b>	Does not recognize personal limitations or strengths. Does not accept suggestions and constructive criticism of others. Does not engage in critical thinking. Does not demonstrate ability to learn through self-reflection.		Recognizes personal limitations and strengths. Accepts suggestions and constructive criticism of others. Demonstrates ability to think critically. Demonstrates ability to learn through self-reflection.		Recognizes personal limitations and strengths and uses them to best professional advantage. Actively seeks suggestions and constructive criticism. Regularly practices critical thinking. Regularly engages in learning through self-reflection.	
<b>k. Values professionalism: Professional development and involvement</b>	Unaware of professional organizations and professional publications. Shows little interest in activities or events that promote professional development. Attends only when mandatory.		Aware of professional organizations and publications. Occasionally participates in professional activities or events that promote professional development.		References and makes use of professional organizations or publications. Willingly participates in professional activities or events that promote professional development.	
<b>l. Values professionalism: Professional responsibility</b>	Does not accept responsibility for own actions and for helping students learn. Holds low expectations for the success of some students. Consistently blames student lack of success on factors outside the control of self.		Accepts responsibility for own actions and for helping students learn. Usually holds high expectations for the success of all students. Often looks to explain and remedy student lack of success by factors within the control of self.		Accepts responsibility for own actions and for helping all students learning and actively seeks self-improvement. Consistently holds high expectations for the success of all students. Consistently looks to explain and remedy student lack of success by factors within the control of self.	

\*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.