

Self Reflection Dispositions Rubric

Teacher Candidate _____ Semester _____ Weeks _____

Subject/Grade _____

School _____ Cooperating Teacher _____

Directions: Highlight the appropriate indicator(s) for each characteristic indicating expectations (ineffective, developing, accomplished, or exceeds).

Ineffective (1)	Developing (2)	Accomplished (3)	Exceeds (4)
Values Learning and Knowledge			
Attendance			
<ul style="list-style-type: none"> Exhibits a pattern of tardiness or absence. Fails to contact instructor to make arrangements for missed work. Gives no reason for missing class. Sometimes disrupts class by arriving late. 	<ul style="list-style-type: none"> Occasionally misses class. Tries to notify instructor if going to be absent, or contacts instructor following absence with reason for absence. 	<ul style="list-style-type: none"> Consistently attends class and is on time. Usually notifies instructor in advance or arranges to meet instructor following a missed class. Usually gives reason for absence. 	<ul style="list-style-type: none"> Arrives at class early. Always makes prior arrangement 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.
In-Class Performance			
<ul style="list-style-type: none"> Inattentive in class. May fall asleep, read 	<ul style="list-style-type: none"> Is attentive to what is happening in class. 	<ul style="list-style-type: none"> Actively engaged and interested in class 	<ul style="list-style-type: none"> Shows initiative in class activities.

<p>newspaper, or attend to other materials not related to class.</p> <ul style="list-style-type: none"> ● Rarely participates in class discussions. ● May distract others in the class with behaviors or talking. 	<ul style="list-style-type: none"> ● Attention is focused on class-related materials and activities. ● Responds appropriately when called on. ● Does not distract others in the classroom. 	<p>activities.</p> <ul style="list-style-type: none"> ● Volunteers to respond to questions. Participates in discussions. ● Stays focused. ● Has done necessary preparation for class. 	<ul style="list-style-type: none"> ● Applies knowledge to other situations and makes connections with previous learning. ● Asks questions showing intellectual interest. ● Seeks to extend understanding through higher-level thinking.
Class Preparation			
<ul style="list-style-type: none"> ● Work completed with little attention to quality. ● May be sloppy and/or contain errors. ● Emphasis is on getting work done rather than learning. ● Uses inappropriate and/or incorrect language in assignments and lesson plans. ● Assignments are sometimes late or missing. ● Uses current knowledge rather than additional resources to complete work. ● Procrastinates. 	<ul style="list-style-type: none"> ● Assignments completed correctly and with accuracy. ● Work shows basic grasp of the assignment's intent. ● There is minimal reference to culturally relevant pedagogy. ● Meets assignment deadlines adequately. ● Makes use of resources provided to complete work. 	<ul style="list-style-type: none"> ● Work is completed with attention to detail, is sequential, and is logical. ● Shows evidence of thoughtful analysis of the assignment. ● Culturally relevant pedagogy is embedded in some of the class assignments and part of the lesson plans. ● Work shows that adequate time and planning were allocated. ● Seeks new resources and additional information to complete work. 	<ul style="list-style-type: none"> ● Work is of exceptional quality. ● Shows a desire to pursue the intended learning at a deep level. ● Culturally relevant pedagogy is embedded throughout all class assignments and entire lesson plans. ● Work shows evidence of personal reflection and revision. ● Uses an array of quality resources to add to the scope and depth of project.
● Ineffective (1)	● Developing (2)	● Accomplished (3)	● Exceeds (4)
Values Diversity			
Relationships with Others			

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<ul style="list-style-type: none"> ● Usually works only with those of similar ability, race, gender, or ethnicity. ● Rarely interacts with others especially those different than self and does not disguise personal preference and bias. ● Main concern appears to be for self, with little concern for others. Does not listen well. 	<ul style="list-style-type: none"> ● Accepts other regardless of differences in ability, race, gender, or ethnicity. ● Interacts with others in a polite, courteous, and professional manner with some inconsistencies while maintaining awareness of personal bias and preference. ● Shows awareness of others' needs. ● Listens to others and understands them. 	<ul style="list-style-type: none"> ● Willingly works with others from different ability, race, gender, or ethnic groups. ● Welcomes feedback and interaction with others while maintaining awareness of personal bias and preference. ● Shows genuine concern for others and their needs. ● Listens carefully to others and respects their views. 	<ul style="list-style-type: none"> ● Actively seeks opportunity to work with those of different ability, race, gender, or ethnicity. ● Actively seeks interaction and feedback from variety of other people while maintaining awareness of personal bias and preference. ● Has compassion for others, putting their needs ahead of his/her own. ● Listens actively and values the opinions of others.
● Ineffective (1)	● Developing (2)	● Accomplished (3)	● Exceeds (4)
Values Collaboration			
Group Work			
<ul style="list-style-type: none"> ● Puts forth minimal effort and fails to do a 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. 	<ul style="list-style-type: none"> ● Does a fair share of the work. ● Accepts responsibility. ● Attends group meetings. ● Accepts ideas of others. Relates adequately with others and performs basic group responsibilities. 	<ul style="list-style-type: none"> ● Contributes ideas and efforts to the group. ● Comes to meetings pre- pared and on time. ● In - corporates ideas of others into the group's activities. ● Relates well to others and promotes group success. 	<ul style="list-style-type: none"> ● 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

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<ul style="list-style-type: none"> Does not relate well with others. 			success for the group.
<ul style="list-style-type: none"> Ineffective (1) 	<ul style="list-style-type: none"> Developing (2) 	<ul style="list-style-type: none"> Accomplished (3) 	<ul style="list-style-type: none"> Exceeds (4)
Values Professionalism			
Professional Development and Involvement			
<ul style="list-style-type: none"> Unaware of professional organizations and/or professional publications. Shows little or no interest in professional activities or events. Attends only when mandatory. Little interest in growing professionally. 	<ul style="list-style-type: none"> Aware of professional organizations and/or professional publications. Occasionally participates in professional activities or events. Sees the importance of professional growth. 	<ul style="list-style-type: none"> References or makes use of professional organizations or publications. Willingly participates in professional activities or events. Belongs to professional organization(s). Values professional growth. 	<ul style="list-style-type: none"> Actively involved with professional organizations and publications. Seeks opportunities to be involved in professional activities or events. Takes a leadership role in professional organizations(s). Makes professional growth a high priority.
Respect for School Rules, Policies, and Norms			
<ul style="list-style-type: none"> Unaware of school rules and policies. Sometimes disregards known policies or restrictions. Wants exceptions to be made for himself/her, or tries to get around established rules of behavior, dress, etc. Thinks rules were made for others. 	<ul style="list-style-type: none"> Aware of school rules and policies. Usually follows them without being reminded by others. Accepts reminders for breaches of rules and policies, and does not attempt to circumvent them in his/her patterns of behavior, dress, etc. 	<ul style="list-style-type: none"> Knows school rules and policies. Follows them consistently. Under- stands the purpose of regulations and respects their intent. Accepts responsibility for person- ally following them in his/her patterns of 	<ul style="list-style-type: none"> 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 school operation.

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		dress, behavior, etc.	
Communication			
<ul style="list-style-type: none"> ● 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 (e.g. repetition of words or phrases such as “okay” or “like”) 	<ul style="list-style-type: none"> ● Usually uses correct grammar in oral and/or written communication. ● Generally uses language that is appropriate and not offensive. ● Can convey ideas accurately. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Speaking and writing is flawless in terms of grammatical correctness. ● Language usage is conventional and respectful. ● Is articulate and/or persuasive when expressing ideas.
● Ineffective (1)	● Developing (2)	● Accomplished (3)	● Exceeds (4)
Values Personal Integrity			
Emotional Control/Responsibility			
<ul style="list-style-type: none"> ● Emotions not under control. May lose temper and show outbursts of anger. ● Unprepared to adapt to challenges. ● Is disrespectful of peers and others. ● Does not take personal responsibility for his/her emotions and behaviors. ● Blames others or outside circumstances 	<ul style="list-style-type: none"> ● Maintains basic control of emotions. ● Does not always recognize or address challenges. ● May show emotional reaction, but does not lose temper or control. ● Is able to listen to the perspectives of others. ● Is responsible for his/her emotions and behaviors. 	<ul style="list-style-type: none"> ● Displays steady emotional temperament, even in potentially volatile situations. ● Successfully adapts to challenges. ● Is receptive to viewpoints of others and to their suggestions. ● Holds self-accountable for his/her emotions and behaviors. ● Displays a sense of 	<ul style="list-style-type: none"> ● Always maintains composure regardless of circumstances. ● Anticipates possible challenges and consistently adapts. ● 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

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for loss of emotional control.		humor and/or willingness to get along with others.	his/her own emotions and behaviors.
● Ineffective (1)	● Developing (2)	● Accomplished (3)	● Exceeds (4)
Ethical Behavior and Role Model			
<ul style="list-style-type: none"> ● Shows pattern of dishonest or deceitful behavior. ● May sacrifice truth for personal advantage. ● Fails to use discretion in keeping personal confidences entrusted to him/ her. ● Cannot be counted on to keep his/her word or to follow through as promised. ● Not someone you would like children to emulate or copy. 	<ul style="list-style-type: none"> ● Is truthful and honest in dealing with others. ● Uses discretion in keeping personal or professional confidences entrusted to him/her. ● Strives to be trustworthy and keep his/her word. ● A sound role model with personal integrity. 	<ul style="list-style-type: none"> ● 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 his/her word. ● Shows self to be a person of strong character. ● A good role model of personal integrity. 	<ul style="list-style-type: none"> ● Is honest in dealing with others. ● Shows a passion for truth. ● Can be counted on in all circumstances to keep personal and professional confidences. ● Is absolutely trustworthy and can be completely depended upon to keep his/her word. ● A person of impeccable character who is an outstanding model of personal integrity.

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