







<ul style="list-style-type: none"> <li>Does not relate well with others.</li> </ul>			success for the group.
<ul style="list-style-type: none"> <li>Ineffective (1)</li> </ul>	<ul style="list-style-type: none"> <li>Developing (2)</li> </ul>	<ul style="list-style-type: none"> <li>Accomplished (3)</li> </ul>	<ul style="list-style-type: none"> <li>Exceeds (4)</li> </ul>
Values Professionalism			
Professional Development and Involvement			
<ul style="list-style-type: none"> <li>Unaware of professional organizations and/or professional publications.</li> <li>Shows little or no interest in professional activities or events.</li> <li>Attends only when mandatory.</li> <li>Little interest in growing professionally.</li> </ul>	<ul style="list-style-type: none"> <li>Aware of professional organizations and/or professional publications.</li> <li>Occasionally participates in professional activities or events.</li> <li>Sees the importance of professional growth.</li> </ul>	<ul style="list-style-type: none"> <li>References or makes use of professional organizations or publications.</li> <li>Willingly participates in professional activities or events.</li> <li>Belongs to professional organization(s).</li> <li>Values professional growth.</li> </ul>	<ul style="list-style-type: none"> <li>Actively involved with professional organizations and publications.</li> <li>Seeks opportunities to be involved in professional activities or events.</li> <li>Takes a leadership role in professional organizations(s).</li> <li>Makes professional growth a high priority.</li> </ul>
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 be made for himself/her,</li> </ul>			

		dress, behavior, etc.	
<p>Communication</p> <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 (e.g. repetition of words or phrases such as “okay” or “like”)</li> </ul>	<ul style="list-style-type: none"> <li>• Usually uses correct grammar in oral and/or 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> </ul>	

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)	

5/19/21 (adapted) \*Rubric adapted from Wayda, V, & Lund, J. (2005). Assessing dispositions: An unresolved challenge in teacher education; Teacher candidates may know the subject, but are they suited for the job? The Journal of Physical Education, Recreation, & Dance, 76, p. 34.