

Professional Dispositions Criteria

Health and Physical Education Program

USIE & RHT

The National Council for Accreditation of Teacher Education, The Virginia Department of Education and the College of Education and Human Development promote standards for professional competence and dispositions. Dispositions are values, commitments and professional ethics that impact learners, parents, and colleagues in schools. The School of Recreation, Health and Tourism and the Division of Undergraduate Studies in Education expect our students to become highly qualified teachers by meeting academic and disposition standards in the BSED Degree Program.

I. PROGRAM PERFORMANCE STANDARDS:

- Adhere to the University Honor Code
- Pass Praxis I in a timely manner
- Adequate grades on tests, projects, and other assignments
- Effective oral and written communication
- Ability to collaborate with others

II. PROFESSIONALISM

- Punctual, regular attendance for classes and field work and follows PHED Dress Code
- Assignments in on time/ deadlines met
- Ability to handle stress and hold emotions in check
- Acceptance of constructive criticism
- Respectful oral and written (including e-mail) communication to professors and peers
- Active and appropriate class participation (cooperation, honesty, integrity)

Procedures for Developing Highly Qualified Teacher Candidates

1. The Professional dispositions form (PDF) is used for students to self-reflect and analyze their professional behaviors throughout the PHED curriculum. Students will self-evaluate each disposition twice during a specific semester and instructors will examine student responses and provide feedback on their self-evaluation. Each instructor will complete the PDF to document individual student progress and to develop a remediation plan when any criteria is not met. Students review their PDF and work with the instructor to reach the highly qualified level of performance. All PDF forms are placed in the students academic files stored in the RHToffice.
2. If remediation shows no progress across several courses, the student will meet with the academic advisor and course instructors to develop a course of action based on PDF data.
3. If concerns persist, the academic advisor informs the Director of PHED, the Director of RHT and the PHED Curriculum Committee if necessary to jointly determine other means of support for the student. If progress is inadequate, the student may be removed from the program.
4. If inadequate student progress continues prior to submitting the internship application, the advisor will not approve the application until further evidence can be presented.

For Rare Cases:

Throughout the PHED Curriculum: At any time that a disposition is seriously breached, the Directors of PHED, the School of RHT and/or the Coordinator of Student Teaching will consult with the College of Education and Human Development's Associate Deans to determine an appropriate action.

During the internship: If an unprofessional behavior is of such magnitude during the capstone internship, the intern must remediate immediately or becomes eligible for temporary or permanent removal from the program.

DIVISION OF UNDERGRADUATE STUDIES IN EDUCATION & SCHOOL OF RHT
HEALTH AND PHYSICAL EDUCATION PROGRAM

Professional Dispositions Form

Name of student: _____ Name of instructor _____
Course Name: _____ Academic term: _____ Date: _____

COMMUNICATION:

	<u>DEFICIENT</u>	<u>DEVELOPING</u>	<u>MATURE</u>	<u>PROFICIENT</u>
	Incorrect use of oral and/or written communication (e.g. crutch words, broken ideas).	Mostly use correct oral and/or written communication.	Uses correct oral and written communication.	Is articulate in oral and written communication.
Self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inappropriate language or profanity.	Appropriate and non-offensive language.	Appropriate and proper language.	Language is age appropriate w/inflection & enthusiasm
Self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Work is not edited for grammar and punctuation.	Some grammar and punctuation errors are not edited.	Only one or two grammar and punctuation mistakes are present.	Free of grammar and punctuation mistakes.
Self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

COLLABORATION:

	<u>DEFICIENT</u>	<u>DEVELOPING</u>	<u>MATURE</u>	<u>PROFICIENT</u>
	Does not work well with others.	Works with others and completes basic assignments.	Encourages ideas from others.	Puts forth extra effort to help others succeed.
Self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	May be absent or shows little initiative to contribute to group work.	Is a contributor to the group process.	Contributes ideas and takes a leading role in the group.	Contributes to the group beyond the assignment expectation.
Self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Fails to meet responsibilities as a group member	Sometimes fails to meet responsibilities for the group	Usually meets responsibilities as member of the group.	Meets all responsibilities as a member of the group
Self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

TARDINESS, ATTENDANCE & DEADLINES:

	<u>DEFICIENT</u>	<u>DEVELOPING</u>	<u>MATURE</u>	<u>PROFICIENT</u>
	Has a pattern of tardiness.	Is sometimes tardy.	Arrives on time to class/FE*.	Always arrives early to class/FE*.
Self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Misses handouts, class updates, and class work due to absences.	Sometimes misses handouts, class updates and class work due to absences.	Usually gets handouts, class updates and work missed from classmates	Arranges in advance with classmates to get handouts, class updates work missed.
Self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*FE – Field experience

TARDINESS, ATTENDANCE & DEADLINES cont'd:**DEFICIENT**

Deadlines are often missed due to lack of planning for the unexpected and/or procrastination.

DEVELOPING

Deadlines are sometimes missed due to lack of planning for the unexpected and/or procrastination

MATURE

Deadlines are met with rare exceptions due to advanced planning.

PROFICIENT

Deadlines are always met due to advanced planning.

Self
Instructor

Comments:

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RESPECTFUL AND APPROPRIATE CLASS PARTICIPATION**DEFICIENT**

Responds only when called on & rarely initiates class discussion.

DEVELOPING

Responds to questions appropriately and sometimes initiates.

MATURE

Actively engaged in the class. Volunteers to answer questions and expands on the discussion.

PROFICIENT

Asks questions and initiates in class and during class activities.

Self
Instructor

Is often inattentive, may fall asleep, may distract others by making condescending remarks.

Is usually attentive, sometimes distracts others but usually communicates respectfully.

Non-verbally attentive and stays focused

Is always upbeat and radiates interest

Self
Instructor

Fails to respect peers or instructors.

Shows respect some of the time.

Shows respect most of the time.

Is respectful and encouraging toward peers and instructors.

Self
Instructor

Comments:**HANDLING STRESS & CONSTRUCTIVE CRITICISM****DEFICIENT**

Exhibits a temper with outbursts in class.

DEVELOPING

May show emotional reaction but holds outbursts in check.

MATURE

Shows calm temperament even when confronted

PROFICIENT

Unshakable in temperament.

Self
Instructor

Blames others for own shortcomings. Takes no responsibility for emotional reactions.

Usually takes responsibility for negative behaviors.

Is self-responsible.

Is always accountable and responsible for own emotions and behaviors

Self
Instructor

Fails to accept any form of constructive criticism from peers or the professor

Sometimes has trouble accepting and applying constructive criticism.

Always applies constructive criticism from peers and professors

Seeks constructive criticism and acts on it immediately

Self
Instructor

Comments:

Plan for remediation:

Instructor's signature

Date

Student's signature