

## Form: "Dispositions Self-Assessment"

Candidates will complete this form twice IN their Taskstream Student Teaching/Internship DRF (directed response folio)

\* = Response is required

### Dispositions Self-Assessment

This form is designed to evaluate a teacher candidate's professional behaviors and dispositions that are characteristic of those who are successful in the teaching profession. Please provide your best judgment for each item by recording your rating of yourself.

For each question:

1=Does Not Meet Expectations

2=Meets Expectations

3=Exceeds Expectations

#### \* Timeliness

1. Arrives late and/or leaves early more than 2 times
2. Usually arrives on time and remains as expected
3. Consistently arrives prior to designated time and remains as needed until task is complete

#### \* Attendance

1. Never attends as scheduled; may or may not notify teacher; and/or not dependable
2. Attends regularly as scheduled; makes up time missed; is dependable
3. Consistently attends regularly as scheduled; dependable; volunteers to attend beyond required time

#### \* Appearance and Dress

1. Never dresses appropriately for the school environment/classroom and/or is poorly groomed
2. Usually dresses appropriately for the school environment and is generally well groomed
3. Consistently dresses in a professional manner; is well groomed

#### \* Self-Efficacy

1. Shows little self-confidence; or displays a negative attitude toward a challenging task
2. Usually self-confident; displays positive attitude toward a challenging task
3. Consistently self-confident; always displays appropriate behavior and positive attitude with flexible strategies

#### \* Confidentiality

1. Talks inappropriately to others concerning students and school; or lacks respect for confidential matters
2. Usually talks appropriately with other professionals concerning students
3. Consistently keeps school matters confidential and refrains from discussing with anyone outside of school

#### \* Initiative

1. Exhibits little energy or enthusiasm; and/or seldom volunteers for tasks
2. Usually demonstrates enthusiasm for students, curriculum, and teaching; volunteers for tasks

**\* Sensitivity to Cultural Diversity**

1. Unaware of or unwilling to accept student differences
2. Usually displays sensitivity and acceptance of diverse backgrounds
3. Consistently displays a sensitivity and appreciation for diversity

**\* Sensitivity to Individual Differences**

1. Holds lower expectations for minority students, or/and English Language learners, or/and students with special needs
2. Usually sets high performance standards for all students
3. Consistently sets high performance standards for all students

**\* Cooperation**

1. Unwilling to cooperate or collaborate with peers, faculty, parents, and/or staff
2. Usually demonstrates an ability and willingness to work cooperatively with peers, faculty, parents, and/or staff
3. Consistently works cooperatively with faculty, parents, peers, and/or staff

**\* Fairness**

1. Treats students with different ability levels with more/less dignity; and/or classroom policies/procedures and grading reflect bias
2. Usually treats all students equally
3. Consistently treats all students equally

**\* Rapport**

1. Exhibits no respect when communicating or interacting with peers, faculty, students, parents, and/or staff; and/or relates to others in a negative, demeaning, or sarcastic manner
2. Usually demonstrates an ability to communicate and interact effectively and professionally with peers, students, faculty, parents, and/or staff
3. Consistently communicates and interacts effectively and professionally with peers, students, faculty, parents, and/or staff

**\* Caring**

1. Unwilling or unable to identify with or take into consideration the needs of students, parents, peers, faculty, and/or staff
2. Usually demonstrates the following: Empathy (e.g., able to identify with, see things from the perspective of others); Understanding (e.g., able to comprehend another person's ideas, feelings, and needs); Responsiveness (e.g., attentive to others' needs; places the needs of the learner and the learning task above one's own)
3. Consistently demonstrates the following: Empathy, Understanding, and Responsiveness

**\* Flexibility**

1. Fails to recognize the need for change
2. Usually recognizes the need for change when appropriate
3. Consistently recognizes the need for change when appropriate

**\* Open-Mindedness**

1. Does not admit or acknowledge different perspectives or solutions to a problem or issue
2. Usually admits or acknowledges different perspectives or solutions to a problem or issue
3. Consistently admits or acknowledges different perspectives or solutions to a problem or issue

**\* Honesty**

1. Withholds the truth to suit his/her own needs; or deceitful with peers, faculty, students and/or staff
2. Usually genuine, authentic; truthful; able to admit one's own mistakes
3. Genuine, authentic; truthful; able to admit one's own mistakes; articulates the importance of honesty to faculty, students, and/or staff

**\* Responsiveness to Feedback**

1. Rejects or ignores constructive feedback and/or fails to take action in a timely manner
2. Usually accepts constructive feedback and responds appropriately; takes action in a timely manner
3. Consistently accepts constructive feedback and responds appropriately; is open to constructive criticism; actively solicits feedback about performance

**\* Reflectivity**

1. Little or no concern about evaluating a situation or one's own performance, attitudes, or behavior critically
2. Usually shows concern about evaluating a situation or one's own performance, attitudes, or behavior critically
3. Consistently shows concern about evaluating a situation or one's own performance, attitudes, or behavior