

Dispositions Assessment By Candidate

Candidate's Name: _____ SID #: _____

Certification Program/Teaching Field: Circle One: EC-4 4-8 8-12 All Level Advanced Program Area: _____

Faculty Responsible for Collection: _____ Date: _____

Becoming an educator is a process of becoming a professional. Students pursuing certification are expected to acquire dispositions consistent with the characteristics of effective educators. Dispositions are patterns of behaviors and attitudes. In order to be effective educators the faculty of SFASU's College of Education has identified six values that lead to successful patterns of behavior and attitudes:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision-making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community.

Becoming a professional educator involves learning the dispositions which lead to success in the discipline, comparing one's dispositions to expected attitudes and behaviors, practicing the behaviors, and changing behaviors and attitudes in response to self analysis and constructive criticism.*

Each candidate is asked to self-assess his/her dispositions when admitted to his/her program and at the end of his/her program. Each candidate is given the opportunity to learn professional behaviors and attitudes that will be expected in the various programs leading to certification.

THIS IS NOT A GRADED ASSIGNMENT. PLEASE BE VERY HONEST.

Self Assessment		Comments/Goals
Please <u>circle</u> the number that most closely evaluates your current disposition. 3 = strongly agree 2 = agree 1 = disagree 0 = don't know		
Academic excellence through critical, reflective, and creative thinking		
3 2 1 0	I value critical thinking and self-directed learning as habits of mind.	
3 2 1 0	I realize that subject matter knowledge is complex and ever evolving and I try to keep abreast of new ideas and understandings in the field.	
3 2 1 0	I participate in professional organizations.	
3 2 1 0	I think critically about information and raise relevant questions.	
Life-long learning		
3 2 1 0	I demonstrate commitment to continuous learning about subject matter knowledge and knowledge of the learner.	
3 2 1 0	I seek out professional literature and interactions to support professional development.	
Collaboration and shared decision-making		
3 2 1 0	I am willing to consult with other in order to learn.	
3 2 1 0	I listen and respond to others, and give and receive help from others.	
3 2 1 0	I encourage group collaboration, problem-solving, and decision-making while respecting divergent opinions.	
3 2 1 0	I recognize the impact of nonverbal communication.	
3 2 1 0	I make others feel valued for their potential as people.	
3 2 1 0	I share relevant questions and ideas in small and large group discussions on a regular basis without dominating the conversation.	
Openness to new ideas, to culturally diverse people, and to innovation and change		
3 2 1 0	I tolerate ambiguity and dissonance when new ideas are initiated.	
3 2 1 0	I demonstrate eagerness to try the "new" even if it is difficult.	
3 2 1 0	I appreciate and value human diversity in word and actions toward others (classmates, University agents, teachers and students in field experiences, community members).	
3 2 1 0	I respect variety in people (talents, perspectives, backgrounds, cultures, and interests).	
3 2 1 0	I recognize own biases and suspend judgmental thinking.	
Integrity , responsibility, diligence, and ethical behavior, and		
3 2 1 0	I recognize and demonstrate professional responsibility with regard to attendance, punctuality, and work ethics.	
3 2 1 0	I respect privacy of students and confidentiality of information.	
3 2 1 0	I demonstrate respect for cultural norms, by adhering to policies and procedures of the course, University, and field sites.	
3 2 1 0	I project a professional image in dress and conduct according to course, University, and field sites.	
Service that enriches the community		
3 2 1 0	I participate in activities that serve children/youth.	
3 2 1 0	I participate in activities that serve families.	
3 2 1 0	I participate in activities that serve the community.	
3 2 1 0	I serve by advocating for children/youth, for families, and for the profession.	

* CONCEPT from the University of Indianapolis, Department of Teacher Education

Dispositions Checklist Scoring Guide

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Measure	Strongly Agree (3)	Agree (2)	Disagree (1)	SCORE
Academic Excellence	12-10	7-9	4-6	
Life-long Learning	6-5	4-3	1-2	
Collaboration	18-17	16-9	1-8	
Openness	18-17	16-9	1-8	
Integrity	12-10	7-9	4-6	
Service	12-10	7-9	4-6	