

DISPOSITIONS SURVEY

General Information | Custom Form | **Preview** |

Rate yourself on each of the following behaviors listed below. Rate the items on a scale from 1-4.

CANDIDATE DISPOSITIONS SELF-ASSESSMENT**DISPOSITIONS: Reflection**

	No/limited evidence/application	Some evidence/application	Satisfactory evidence/application	Exceptional evidence/application
Applies, assesses, reflects upon, and adjusts instructional strategies to advance student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accepts and incorporates suggestions in subsequent practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates self-analysis regarding one's own strengths and weaknesses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to see one's own contribution to identified challenges in the classroom and to make changes as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DISPOSITION: Critical Thinking

	No/limited evidence/application	Some evidence/application	Satisfactory evidence/application	Exceptional evidence/application
Utilizes assessment data to adjust instruction, choice of curriculum and methods of evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Candidate's work (e.g., case studies, group process evaluations, article critiques) indicates an ability to identify problems and solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intentionally applies and encourages higher order thinking skills, such as analysis, synthesis, problem recognition and problem solving with students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solicits and gives thoughtful consideration to alternative and contradictory opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Inquiring, creative, seeks solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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DISPOSITION: Professional Ethics

	No/limited evidence/application	Some evidence/application	Satisfactory evidence/application	Exceptional evidence/application
Recognizes the importance of consulting research to inform instruction for students with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows commitment to ethical conduct: turns in assignments on time, is punctual and reliable in attendance, maintains professional appearance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizes positive behavioral supports when managing student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively advocates for students and encourages student self-advocacy. Utilizes non-biased assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DISPOSITION: Valuing Diversity

	No/limited evidence/application	Some evidence/application	Satisfactory evidence/application	Exceptional evidence/application
Diagnoses learner's needs by interpreting data from diverse sources (e.g., formal/informal assessments, student behavior and feedback, and parent responses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops lessons that are interesting and engaging utilizing a variety of instructional strategies to accommodate all learners, including those from diverse backgrounds, experiences, and cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates the academic and social inclusion of students with special needs in various inclusive activities and environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differentiates instruction to allow students who differ widely in terms of their background, know-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ledge, learning styles/preferences, and orientation to school norms to reach common standards.

DISPOSITION: Collaboration

	No/limited evidence/application	Some evidence/application	Satisfactory evidence/application	Exceptional evidence/application
Demonstrates the ability to work creatively and collaboratively with colleagues, parents, and the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Values families as full partners in the educational process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborates with general education teachers in the modification of instruction, curriculum and assessment of students with special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates on a regular basis the progress of students with special needs to parents and general education teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans and collaborates to ensure that appropriate supports for smooth transitions are in place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DISPOSITION: Life-Long Learning

	No/limited evidence/application	Some evidence/application	Satisfactory evidence/application	Exceptional evidence/application
Seeks out opportunities for professional development (e.g., attendance at workshops, in service training, conferences, membership in professional organizations) using the information learned to improve teaching practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeks out opportunities to serve the school, students, and community (e.g., extracurricular activities, Big Brothers, Big Sisters).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates a positive attitude toward learning,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

intellectual and academic
curiosity.

Presents on an area of ex-
pertise or interest to
teachers and/or parents
at local, state, national or
international conferences
or training.

Update

[Cancel](#)