

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"/>

DISPOSITION: Professional Ethics

	No/limited evidence/application	Some evidence/applica	Satisfactory evidence/application	Exceptional evidence/application
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Recognizes the importance of consulting research to inform instruction for students with special needs

Shows commitment to ethical conduct: turns in assignments on time, is punctual and reliable in attendance, maintains professional appearance

Utilizes positive behavioral supports when managing student behavior.

**Actively advocates for students and encourages student self-advocacy.
Utilizes non-biased assessments.**

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)

Develops lessons that are

**interesting and engaging
utilizing a variety of in-
structional strategies to
accommodate all
learners, including those
from diverse
backgrounds,
experiences, and cultures**

**Facilitates the academic
and social inclusion of
students with special
needs in various inclusive
activities and
environments.**

**Differentiates instruction
to allow students who
differ widely in terms of
their background,
knowledge, 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.**

Values families as full partners in the educational process

Collaborates with general education teachers in the modification of instruction, curriculum and assessment of students with special needs.

Communicates on a regular basis the progress of students with special needs to parents and general education teachers.

Plans and collaborates to ensure that appropriate supports for smooth transitions are in place

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.

Seeks out opportunities to serve the school, students, and community (e.g., extracurricular activities, Big Brothers, Big Sisters).

Demonstrates a positive attitude toward learning, intellectual and academic curiosity.

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