

SMSU School of Education

Teacher Candidate Dispositions Self-Assessment Form

Name _____ Mustang ID _____

1. Please honestly mark where you believe you are currently on the continuum, with 1 being the lowest score and 5 being the highest score. Type your answer 1-5.
2. On page 2: Choose 3 areas you believe you can improve upon and explain how you will work to do so.

| Disposition | Rating 1-5 | Comments |
|---|------------|----------|
| Enthusiastic: Shows eagerness and enjoyment working with all stakeholders. | | |
| Respectful: Treats everyone with respect and maintains appropriate boundaries. | | |
| Student-Centered: Focuses on planning, instruction, and assessment to meet the diverse needs of all learners. | | |
| Problem-Solver: Uses patience, deductive reasoning, and common sense to arrive at equitable solutions. | | |
| Leader: Shows initiative and inspires others through their leadership qualities. | | |
| Receptive: Listens and considers the viewpoints of others to enhance collaborations. | | |
| Communicator: Expresses thoughts clearly and tactfully to all stakeholders when using non-verbal, verbal, and written communication. | | |
| Reflective Practitioner: Uses inquiry and research in pursuit of lifelong learning. Employs reflection and feedback to gain self-awareness to grow as an educator. | | |
| Resilient: Embodies the ability to persevere through adversity and setbacks. | | |

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| Embracer of Diversity: Embraces a culturally responsive perspective in both teaching and learning to promote social justice and believes diversity enhances the classroom. | | |
| Responsible: Demonstrates dependability, punctuality, and efficiency. | | |
| Professional: Presents self in a professional manner through one's cleanliness, appropriate attire, and ethical actions. | | |
| Honest: Demonstrates honesty and integrity in all interactions. | | |

Choose 3 areas you believe to be your strengths and explain.

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| 1. |
| 2. |
| 3. |

Choose 3 areas you believe you can improve upon and explain how you will work to do so.

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|----|
| 1. |
| 2. |
| 3. |