

**SMSU School of Education**  
**Teacher Candidate Dispositions Self-Assessment Form**

Name \_\_\_\_\_ Mustang ID \_\_\_\_\_

1. Honestly mark where you believe you are currently on the continuum for each disposition.  
1 - Beginning      2- Developing      3 - Competent      4 - Exemplary
2. On page 2: Choose 3 areas you believe you can improve upon and explain how you will work to do so.

Disposition	Rating 1-4	Comments
<b>Enthusiastic:</b> Shows eagerness and enjoyment working with all stakeholders.		
<b>Respectful:</b> Treats everyone with respect and maintains appropriate boundaries.		
<b>Student-Centered:</b> Focuses on planning, instruction, and assessment to meet the diverse needs of all learners.		
<b>Problem-Solver:</b> Uses patience, deductive reasoning, and common sense to arrive at equitable solutions.		
<b>Leader:</b> Shows initiative and inspires others through their leadership qualities.		
<b>Receptive:</b> Listens and considers the viewpoints of others to enhance collaborations.		
<b>Communicator:</b> Expresses thoughts clearly and tactfully to all stakeholders when using non-verbal, verbal, and written communication.		
<b>Reflective Practitioner:</b> Uses inquiry and research in pursuit of lifelong learning. Employs reflection and feedback to gain self-awareness to grow as an educator.		
<b>Resilient:</b> Embodies the ability to persevere through adversity and setbacks.		

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

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

1.	
2.	
3.	

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

1.	
2.	
3.	

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