



## Professional Dispositions<sup>1</sup> Self-Assessment

Being a "Responsive Educator" dedicated to "Excellence in Learning and Leadership" means being an educator that exemplifies commitment (Outcome, Conceptual Framework). The JSU College of Education uses professional disposition surveys, such as below, to address the issue of commitment and to respond to NCATE Standard 1, Element 6 (Dispositions for All Candidates). See the footnote below defining "Professional Dispositions."

### Initial Program

Name \_\_\_\_\_ J number \_\_\_\_\_  
Dept/Major \_\_\_\_\_ Advisor \_\_\_\_\_  
Date Taken \_\_\_\_\_

#### D1- Reflective/Metacognitive<sup>2</sup>

**Demonstrate commitment to a self-monitoring self-regulated approach to education, along with a flexible reflective mindset that seriously questions the content of any prior "apprenticeship of observation" and is based on careful and continuing self-evaluation and lifelong learning in which the effective assessment-validated performance of students is more highly valued than the comfortable efficiency of well-practiced pedagogical routines. (1, 9)<sup>3</sup>**

Instructions: Select and mark the column showing the answer that best represents your response to each of the statements below.	Untrue (1)	Partly True (2)	Mostly True (3)	Entirely True (4)
I am a careful listener and a reflective person, and I welcome and seek feedback, including criticism, from others as means to gain professional improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand my current preparation as part of a continuous lifetime of learning, a process in which I am prepared to constantly revise and adapt my professional practices in response to emerging research and my own professional experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am fully prepared to readily adjust my professional practice in response to assessment results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>1</sup> **Professional Dispositions:** The professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues and communities. Such behaviors support student learning and development and are consistent with ideas of fairness and the belief that all students can learn. Based on their mission, professional education units may determine additional professional dispositions they want candidates to develop. Institutions assess professional dispositions based on observable behavior in educational settings. (NCATE Glossary)

<sup>2</sup> The **criteria** marked with the letter "D" (D1, D2, D3 etc.) are the Core Dispositions (5) that appear in the COE unit Conceptual Framework. Other dispositions are "derivative" in nature, since they represent the content of core dispositions.

<sup>3</sup> **Numbers in parentheses** reference INTASC Principles. Also, please note the dispositions that are associated with each of the INTASC principles.

<b>D2- Developmental</b> <b>Demonstrate commitment to a responsive developmentally-appropriate learner-centered and evidence-based pedagogy crafted adaptively for the full range of encountered learners, including the exceptional. (2, 3)</b>				
<b>Instructions:</b> Select and mark the column showing the answer that best represents your response to each of the statements below.	Untrue (1)	Partly True (2)	Mostly True (3)	Entirely True (4)
I accept K12 teaching and learning as a student-centered process, one in which my success is measured, not by my self-perceived expertise, but by my impact on student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe that all students can learn and that it is my task to use their individual talents, cultural backgrounds, and unique perspectives as foundations for their continued growth as learners and persons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand developmental diversity as a positive classroom reality that I embrace it as an enriching experience for all members of a learning community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>D3- Pedagogical</b> <b>Demonstrate commitment to a continuous enhancement of the knowledge of general and specialized disciplinary content and state-of-the-art pedagogical practice as these are referenced to contextual issues, assessment feedback, curricular vision, institutional curriculum frameworks, and professional standards. (1, 7)</b>				
<b>Instructions:</b> Select and mark the column showing the answer that best represents your response to each of the statements below.	Untrue (1)	Partly True (2)	Mostly True (3)	Entirely True (4)
I am pleased and enthusiastic about my professional work and I am confident that I can inspire students to appreciate learning and see its connection to their everyday lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I see positive relationships in the workplace as being of paramount importance and I am committed to the practice of cooperation and the use of flexibility and reciprocity to aid in the creation of a context suitable to purposeful learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuous and flexible short and long term planning for my professional endeavors is a personal habit that supports my ability to make a positive impact on the learning of all students in my charge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>D4- Professional</b> <b>Demonstrate commitment to a caring, ethically-based professionalism that provides the foundation of an equity pedagogy that positively embraces all learners and seeks to effectively prepare them for full engagement and participation in a democratically diverse society. (3, 5, 9)</b>				
<b>Instructions:</b> Select and mark the column showing the answer that best represents your response to each of the statements below.	Untrue (1)	Partly True (2)	Mostly True (3)	Entirely True (4)
I accept without reservations the moral and ethical obligations of being a professional involved with K12 teaching and I accept my professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

responsibility to be dependable, trustworthy, respectful, honest, and fair with all students, colleagues, and parents.				
I accept the fact that I will and must be a model for students and I understand that it is incumbent upon me to exhibit habits of dress, deportment, and demeanor that is contextually appropriate to my educational setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I fully accept the professional obligation to display positive work habits and interpersonal skills, including punctuality, diligence, respect for student privacy and confidentiality, effective and affirmative communication with others, maintenance of appropriate professional boundaries with students, and proper personal representation in oral, written, and electronic communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**D5- Contextual**

**Demonstrate commitment to the value of collaboration, assessment and technology in a culturally responsive pedagogical approach that bridges home and school, and embraces diversity as it appears in ethnic, economic, and linguistic manifestations, along with the learning challenges associated with exceptionalities. (8, 10)**

<b>Instructions:</b> Select and mark the column showing the answer that best represents your response to each of the statements below.	Untrue (1)	Partly True (2)	Mostly True (3)	Entirely True (4)
I understand the teaching profession as a continuously collaborative enterprise and that I am expected to make links with the learners' other environments on behalf of my students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am comfortable with idea of continuously updating my knowledge of emerging instructional technology and with the need to maintain the ongoing stream of assessment feedback relative to student performance and teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I fully and readily accept it as part my professional obligation to be well informed of cultural and community norms and to use this information as a basis for connecting instruction to students' experiences in a culturally responsive approach to learning that bridges home and school, and embraces diversity as it appears in ethnic, economic, and linguistic manifestations, along with the learning challenges associated with exceptionalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

"The ethical dimensions of teaching also distinguish it from other professions. Unique demands arise because the client's attendance is compulsory and, more importantly, because the clients are children. Thus, elementary, middle and high school teachers are obligated to meet a stringent ethical standard. Other ethical demands derive from the teacher's role as a model of an educated person. Teaching is a public activity; a teacher works daily in the gaze of his or her students, and the extended nature of their lives together in schools places special obligations on the teacher's behavior. Students learn early to read and draw lessons from their teachers' characters. Teachers, consequently, must conduct themselves in a manner students might emulate. Their failure to practice what they preach does not long elude students, parents or peers. Practicing with this additional dimension in mind calls for a special alertness to the consequences of manner and behavior. Standards for professional

teaching ought, therefore, to emphasize its ethical nature." (From the National Board for Professional Teaching Standards- "What Teachers Should Know and be Able to Do")

### Dispositions Scoring Guide

Overall Scores	Determination
45-60	Proficient
30-45	Acceptable
30 and less	Unacceptable <sup>4</sup>

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<sup>4</sup> Candidates with unacceptable scores will be scheduled for consultation with his/her advisor. An unacceptable disposition profile may indicate that a candidate is unsuited for the teaching profession.