

PROFESSIONAL DISPOSITIONS SELF-ASSESSMENT: MIDTERM

PROFESSIONAL DISPOSITIONS SELF-ASSESSMENT: *MIDTERM SUMMARY AND FINAL REFLECTIVE NARRATIVE*

Dispositions reflect the values, beliefs, and other personal qualities that are a part of teacher identity and impact instruction. The Professional Dispositions Self-Assessment is an opportunity for the student teacher to reflect on his/her beliefs and values regarding learners, education, and the work of being a professional educator that have had an impact on his/her student teaching experience, and more broadly, his/her growth as a professional throughout experience of student teaching.

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Candidates should complete the *PROFESSIONAL DISPOSITIONS SELF-ASSESSMENT: MIDTERM* prior to the Midterm Conference. Using the *PROFESSIONAL DISPOSITIONS SELF-ASSESSMENT: MIDTERM* document, student teachers should rate themselves, provide examples to support their ratings, and share their self-reported ratings and examples with the triad during the Midterm Conference. Both supervisors should verify with the candidate that the ratings and examples are accurate and reflect, as much as possible, the candidate's dispositions that are evident to others. The *PROFESSIONAL DISPOSITIONS SELF-ASSESSMENT: MIDTERM* should be signed by the triad to indicate agreement.

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Student Name: _____ | Student ID: _____ | Date: _____
 (Please print)

Directions for Students: Use this form as a self-reflective exercise prior to the Midterm Conference. Be prepared with specific examples to discuss with your supervisors during the conference. Choose 2-3 key indicators for which dispositional improvement objectives will be determined for the remainder of the student teaching experience. Retain this document for the Final Conference.

Ratings: 1 – Weak; 2 – Developing; 3 – Sufficient; 4 – Strong

Knowledge Indicators	Ratings	Examples
K1. Commits to developing informed teaching practices through continual study and collaboration	1 2 3 4	
K2. Demonstrates an understanding and acceptance of each person's unique perceptions and perspectives	1 2 3 4	
K3. Commits to the development of creativity and critical thinking skills	1 2 3 4	
Learning Environment Indicators		
L1. Understands the shared responsibility between students and teachers for academic growth, and contribution to the learning environment	1 2 3 4	
L2. Maintains high expectations and implements them consistently for all students	1 2 3 4	
L3. Appreciates and promotes acceptance of self-discipline, responsibility, and self-efficacy	1 2 3 4	
L4. Commits to a positive and enthusiastic attitude to inspire self and others	1 2 3 4	
Personalized Learning Indicators		
P1. Promotes engagement for all students	1 2 3 4	
P2. Commits to all learners from diverse backgrounds, experiences, cultures, and ability levels	1 2 3 4	
P3. Commits to appropriate adaptations for students with diverse needs	1 2 3 4	
Community Indicators		
C1. Encourages democratic principles in both students and colleagues	1 2 3 4	
C2. Commits to treating students and colleagues with kindness, fairness, patience, dignity, and respect	1 2 3 4	
C3. Acknowledges the variety of community, family, and social networks that enrich and inform classroom experiences	1 2 3 4	

Reflection Indicators		
R1. Understands and takes responsibility for one's actions and decisions	1 2 3 4	
R2. Commits to reflective practice and planning	1 2 3 4	
R3. Demonstrates a commitment to continuous improvement as a teacher	1 2 3 4	
Growth Indicators		
G1. Acts professionally and appropriately	1 2 3 4	
G2. Accepts constructive criticism and suggestions and incorporates them into subsequent behavior and instruction	1 2 3 4	
G3. Accepts all professional responsibilities communicated by the supervising teacher, school, and corporation for instructional and non-instructional duties	1 2 3 4	
G4. Demonstrates an understanding of current issues within the school community, the teaching profession, and public education	1 2 3 4	
Professionalism Indicators		
PR1. Displays an awareness of personal and professional boundaries in interactions with others, and in meeting responsibilities of a teacher	1 2 3 4	
PR2. Is open to and seeks out constructive criticism and makes appropriate modifications upon reflection	1 2 3 4	
PR3. Communicates professionally, honestly and openly, building trust with others	1 2 3 4	
PR4. Demonstrates initiative, enthusiasm, and confidence in making the most of educational experiences	1 2 3 4	

_____ | _____ | _____
Supervising Teacher Signature University Supervisor Signature Student Teacher Signature