Teacher Candidate Assessment of Professional Dispositions and Reflective Skills

The development of professional dispositions in education professional candidates is a key component in Brockport's education professional preparation programs. A successful education professional displays the beliefs, attitudes, and values that reflect the philosophy that all students can learn by demonstrating classroom behaviors that create caring, supportive, and fair learning environments.

The classroom behaviors indicative of this philosophy are demonstrated as professional dispositions. The faculty and administrators of The Professional Education Unit at The College of Brockport identified five key professional dispositions essential to candidate success upon entering the profession. They are dedication, respect, intellectual integrity, positive outlook, and self-awareness.

The faculty of the Professional Educational Unit (PEU) at Brockport would like to know how you rate yourself on these key professional dispositions at this point in your education professional program. This information will tell us something about how well we are helping our education professional candidates develop their professional dispositions and reflective skills. It will also be a valuable exercise for you to reflect on your professional development. Please understand that your ratings and reflections are used for program improvement purposes and will not impact your grade in a course or field experience.

Please rate yourself on these five dispositions and write a concise reflection on your rating in the space provided below each rating.

Ask yourself the following question, "Overall, how often do I demonstrate the particular disposition when I am working with children, their families, and other education professionals?".

The rating scale consists of four categories: Exemplary, Proficient,
Developing, and Unacceptable.

**Exemplary** performance means that you consistently (about 90+\% of the time) demonstrate behaviors that reflect positive professional dispositions and support student learning and development. Your behaviors are consistent with those of the most effective teachers and are never deemed inappropriate.

**Proficient** performance means that you usually (approximately 75-89\% of the time) demonstrate behaviors that reflect positive professional dispositions and support student learning and development. Your behaviors are consistent with good professional practice and are never deemed inappropriate.

**Developing** performance means that you sporadically (approximately 40-74\% of the time) demonstrate behaviors that reflect positive professional dispositions and support student learning and development. Your behaviors are consistent with good professional practice and are never deemed inappropriate.

**Unacceptable** performance means that you rarely (generally less than 40\% of the time) demonstrate behaviors that reflect positive professional dispositions and support student learning and development. Your behavior often is not consistent with good professional practice or is deemed inappropriate.

Your reflective statement should be two to three concise statements supporting your rating. Do not use the disposition word in your explanation (ex. your explanation of your rating on Respect should not include the word “respect”).

I. A POSITIVE OUTLOOK  You demonstrate the traits for the work of a teacher on a daily basis: the belief that all children can learn, cheerfulness, praise of others, finding good in most situations, seeing possibilities rather than obstacles, responding to challenges, laughing easily, and seeing crisis as opportunity. You demonstrate genuine enthusiasm and optimism.

1. **Overall, how often do you demonstrate a POSITIVE OUTLOOK when you are working with children, their families, and other**
II. RESPECT

You are respectful to school staff and faculty, professors, and colleagues. You respectfully self-advocate when necessary. You take the time and energy to show compassion and empathy for students, colleagues/classmates, School Based Teacher Educators (SBTEs), and professors.

3. **Overall, how often do you demonstrate RESPECT when you are working with children, their families, and other education professionals?** To view definitions of the performance categories click here.

- [ ] Unacceptable
- [ ] Developing
III. INTELLECTUAL INTEGRITY

You demonstrate the ability to foster trust among and between students, colleagues, school-based teacher educators (SBTEs), and professors by maintaining a high level of reliability. You demonstrate sound moral character. You are truthful, honest, and sincere. You are fair and just in all situations with all students.

5. Overall, how often do you demonstrate INTELLECTUAL INTEGRITY when you are working with children, their families, and other education professionals? To view definitions of the performance categories click here..

□ Unacceptable
□ Developing
IV. DEDICATION

You do not become frustrated easily but choose to stick to a task until the task is done at a high level of competency. You are independent and continually use, develop, and adopt a wide range of personal and professional resources. You consistently solve problems drawing on your abilities and knowledge for their solutions.

7. Overall, how often do you demonstrate DEDICATION when you are working with children, their families, and other education professionals? To view definitions of the performance categories click here.
V. SELF-AWARENESS

You demonstrate an appreciation for differences among people. You have a strong ability to interact, work and be with people who have characteristics different from self, and you continually seek opportunities to learn more about others’ perspectives. You are open to considering the myriad of new attitudes, beliefs, ideas, and opinions that are encountered in the school environment.

9. **Overall, how often do you demonstrate SELF-AWARENESS when you are working with children, their families, and other education professionals?** To view definitions of the performance categories click here..

- Unacceptable
- Developing
Proficient

Exemplary

* 10. Explain your rating: (1995 character max.)