September 16, 2018

Complete the “Professional Dispositions Assessment” to inform your “Professional Dispositions Statement.”

In 250-500 words, write a reflection that addresses the following:

* Your personal professional disposition statement.
* How your self-assessment supports your professional dispositions statement.
* Reflects on how you have grown in your professional dispositions throughout your Program of Study, supported by specific examples.
* Steps you will take to improve where necessary.

This assignment uses a rubric. Review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

Excellent job communicating with students and parents. Teaching cannot be stagnant in a classroom only. I appreciate your honesty, once we realize there is room for improvement, that is the point in life when we actually do grow. A school is especially unique as the public comes from many directions. It sounds like you’re prepared to be a collaborative leader which is essential in education.

Cindy

Professional Dispositions Statement Assessment

My Personal Statement: An effective and excellent teacher exhibits many professional qualities throughout the course of a career. They must communicate openly and warmly with students, parents and staff through oral and written communication, demonstrate ethical behavior, reflects actively and consistently upon practice, applies appropriate content and teaching strategies when in the classroom, is knowledgable in all content areas that are being taught, and is collaborative and cooperative with members of the school community.

 My self-assessment seems to support my statement, while expanding on it as well. I believe I exhibit most of the qualities of a professional educator as listed in the assessment, with room for improvement. Throughout my program of study, practicum and interactions with my students and their parents, I have gained the ability to better communicate in a warm and caring manner. I have formed healthy, communicative relationships with my students and their parents or guardians relatively early in the year, as I took the time to send a letter home to parents with the student syllabus, as well as making evening phone calls to each parent of the students in my advisory class. Parents really appreciated my extra effort in communicating with them, as their children spend a fair amount of time with me during the school year. I have also better learned how to apply my knowledge into lesson planning and my teaching methods such as Think, Pair, Share and creative project ideas like creating a ‘Facebook Page’ for book characters, engaging students in a fun and modern way. However, I still need to work on differentiating my instruction and my assessments, as well as being more aware of cultural norms and how the personal lives of students can also affect their learning and dispositions in the classroom. In order to achieve this, I will continue working every day with my mentor teacher, understanding the IEPs and 504s of my students so that I may better serve their educational needs to provide differentiation where necessary. I will also try to become more educated in the many different cultures of the student in my classroom.

 My main goal is to effectively reach all of my students, positively influence their learning and experiences at school, and to let them know that I am here to support their education at every level and will always do my best to be not only an educator, but an advocate for their education and a person that my students can trust.

**Professional Dispositions Assessment**

Please indicate your level of agreement with each statement listed below using the response scale of 1-5. Use this assessment to inform your Professional Dispositions Statement.

1 = Strongly Disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = Strongly Agree

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Professional Dispositions Criteria** | **1** | **2** | **3** | **4** | **5** |
| I believe a teacher must use a variety of instructional strategies to optimize student learning. |  |  |  | X |  |
| I understand that students learn in many different ways. |  |  |  |  | X |
| I demonstrate qualities of humor, empathy, and warmth. |  |  | X |  |  |
| I am a thoughtful and responsive listener.  |  |  |  | X |  |
| I assume responsibility when working with others. |  |  |  | X |  |
| I believe that all students can learn. |  |  |  |  | X |
| I believe it is important to involve all students in learning. |  |  |  |  | X |
| I believe the classroom environment a teacher creates greatly affects students' learning and development.  |  |  |  | X |  |
| I view teaching as an important profession.  |  |  |  |  | X |
| I understand that teachers’ expectations affect student learning. |  |  |  | X |  |
| I view teaching as a collaborative effort among educators.  |  |  |  | X |  |
| I understand that students have certain needs that must be met before learning can take place.  |  |  |  | X |  |
| I am sensitive to student differences. |  |  |  | X |  |
| I communicate caring, concern, and a willingness to become involved with others. |  |  |  | X |  |
| I am punctual and reliable in my attendance.  |  |  |  |  | X |
| I maintain a professional appearance.  |  |  |  | X |  |
| I believe it is my job to create a learning environment conducive to the development of students’ self-confidence and competence.  |  |  | X |  |  |
| I respect the cultures of all students and am sensitive to cultural norms.  |  |  |  | X |  |
| I honor my commitments.  |  |  |  | X |  |
| I treat students with dignity and respect at all times.  |  |  |  | X |  |
| I am willing to receive feedback and assessment of my teaching.  |  |  |  |  | X |
| I am patient when working with students.  |  |  |  | X |  |
| I am open to adjusting and revising my plans to meet student needs.  |  |  |  | X |  |
| I communicate in ways that demonstrate respect for the feelings, ideas, and contributions of others.  |  |  | X |  |  |
| I believe it is important to learn about students and their communities.  |  |  |  | X |  |