

Disposition Traits Self-Assessment

Purpose:

1. To make you aware of important professional dispositions of educators.
2. To help you identify goals for your development.

Instructions: You will be asked to complete this questionnaire at the beginning and at the end of your program. It includes several different behaviors in three categories: Diversity, Equity and Inclusion, Professional Dispositions, and Teaching and Learning Dispositions. Please respond as thoughtfully and as honestly as possible. There are no "right" or "wrong" answers, and you will not be graded based on your responses.

Mark the option that most closely describes how you feel:

- a. I feel confident practicing the behavior.
- b. I feel there is room for the development of the behavior.
- c. I have not had the opportunity to engage in the behavior.

Diversity, Equity and Inclusion Dispositions

	I feel confident practicing the behavior.	I feel there is room for the development of the behavior.	I have not had the opportunity to engage in the behavior.
I address students' social and emotional needs when setting up the classroom environment and interacting with students. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I embed appropriate multicultural content in my classroom environment and activities. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I present accurate information about diverse cultures, correcting students' misconceptions, and avoiding stereotypes. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable working with peers from diverse cultural backgrounds, abilities, and identities. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable working with students and families from diverse cultural backgrounds. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable working with students who have special needs. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable working with students with different sexual orientations and gender identities. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I can describe the ways my background shapes my identity and understanding of others. (8)

I can describe the ways socio-economic status impacts opportunity. (9)

I value different cultural points of view. (10)

Professional Dispositions

	I feel comfortable with and practice the behavior.	I feel there is room for development of the disposition.	I have not had the opportunity to engage the behavior.
I collaborate effectively with others on group projects. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I follow the policies and procedures of the setting where I am working. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I meet deadlines for paperwork and coursework. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use appropriate professional language in all forms of communication. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I act professionally as a representative of MSU. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I dress appropriately for the learning environment. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I demonstrate punctuality with communication and meeting attendance. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I listen first and keep an open mind in dialogue with others with different perspectives. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand FERPA and maintain student confidentiality. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what plagiarism is and I avoid it. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teaching and Learning Dispositions

	I feel comfortable with and practice the behavior.	I feel there is room for development of the disposition.	I have not had the opportunity to engage the behavior.
I avoid the deficit-based mindset by building on students' existing strengths. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use observations of students' performance to guide my teaching decisions. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I actively seek out interdisciplinary content. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I actively use resources related to my work, beyond what instructors or supervisors provide. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use information from professional literature and other resources to broaden my knowledge and improve my practice. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I respond to feedback without becoming defensive. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use the feedback I receive from others to improve my performance. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I actively identify my strengths and areas for professional growth. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I actively reflect on and critique my own performance. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I attend workshops or events to further my professional development. (10)

