

TEACHER DISPOSITIONS

This document outlines a series of dispositions that, according to existing literature, a future teacher should have and/or develop.

According to *InTASC (2011, p.6)*, dispositions refer to behaviors, abilities, mental habits, and socio-emotional skills strongly associated with success in college or a profession. The Teacher Preparation Program seeks to understand your perspective on these teaching dispositions. Please rate the following dispositions using the scale: **Very Important, Important, and Less Important.**

Student Information:

- **Full Name:**
 - **Student Number:**
 - **Teacher Preparation Program Specialization:**
-

Dispositions

1. Professionalism

Characteristic of an educator who performs work with expertise, commitment, seriousness, honesty, and efficiency.

- Very Important
- Important
- Less Important

2. Positive Attitudes

Displays happiness, calmness, and joy. Shares ideas, listens to students, does not judge, debates ideas respectfully, and avoids mocking incorrect answers.

- Very Important
- Important
- Less Important

3. Oral Communication

Communicates effectively when speaking. Uses vocabulary appropriate to students' age and level.

- Very Important
- Important
- Less Important

4. Written Communication

Communicates clearly in written form. Uses vocabulary suitable for students' comprehension level.

- Very Important
- Important
- Less Important

5. Respect for Diversity

Does not mock students based on social status, gender, ethnicity, religion, race, intelligence, etc.

- Very Important
- Important
- Less Important

6. Adequate Preparation for Teaching

Prepares lessons and gathers materials in advance. Adapts to students' needs and unexpected situations.

- Very Important
- Important
- Less Important

7. Interest and Collaboration with Others

Participates in workgroups, collaborates with teachers, students, administrators, and the community.

- Very Important
- Important
- Less Important

8. Self-Efficacy

Creates materials and experiences for students even when resources are lacking.

- Very Important
- Important
- Less Important

9. Emotional Intelligence

Manages classroom situations without becoming personally affected to make balanced decisions.

- Very Important
- Important
- Less Important

10. Reflective Thinking

Analyzes data to make informed decisions about teaching strategies, classroom management, and content evaluation.

- Very Important
- Important
- Less Important

11. Flexibility/Resilience

Maintains composure in difficult situations, does not impose authority forcefully, and perseveres in challenges.

- Very Important

- Important
- Less Important

12. Respectfulness

Maintains appropriate communication with students, colleagues, administrators, and parents. Avoids shouting, sarcasm, or cynicism.

- Very Important
- Important
- Less Important

13. Focus on Student Needs

Identifies each student's cognitive, skill, and dispositional needs to foster continuous growth and learning.

- Very Important
- Important
- Less Important

14. Professional Appearance

Maintains a neat, appropriate appearance that does not distract students. Avoids excessive tattoos and piercings.

- Very Important
- Important
- Less Important

15. Providing Feedback

Answers student questions politely and returns work with comments to help students improve. Communicates regularly with parents and colleagues about student performance.

- Very Important
- Important
- Less Important

16. Reading Non-Verbal Communication

Recognizes students' needs through non-verbal cues, particularly with shy students.

- Very Important
- Important
- Less Important

17. Punctuality (Attendance and School Hours)

Arrives at school at least 15 minutes before classes begin, informs in advance if absent, and participates in community meetings.

- Very Important
- Important
- Less Important

18. Self-Control

Avoids arguments with administrators, colleagues, students, or parents. Does not impose personal views on divisive issues.

- Very Important
- Important
- Less Important

19. Ethical Conduct and Civic Responsibility

Models appropriate behavior within school and community. Avoids involvement in drugs, alcohol, violence, or offenses that could lead to legal consequences.

- Very Important
- Important
- Less Important

20. Social Awareness and Empathy

Engages in activities supporting the community, understands students' backgrounds, and sets realistic classroom expectations.

- Very Important
- Important
- Less Important

21. Leadership

Takes initiative in organizing school activities, solving problems, proposing solutions, and involving others in decision-making.

- Very Important
- Important
- Less Important

Reflection Questions:

1. Which disposition would you prioritize first, and why?
 2. Which disposition would you prioritize last, and why?
-