Professional Disposition Statement and Assessment

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**Statement**

As an educator, all students are my upmost priority. Meeting individual needs is not only an art, but a carefully calculated process backed by significant research and practice. My classroom is a place where children explore, embrace failure as opportunities, and develop skills in a safe, warm environment. I value student centered learning. Practicing autonomy and ownership over their education creates confident and engaged learners not only in the classroom but beyond their academic experience. My goal is to create enriching, positive interactions with each student’s own creativity while instilling skills they can use across any subject.

 After taking the Professional Disposition Assessment, my answers align well with my professional statement (Grand Canyon University, n.d). I have a high level of agreeance with my disposition to put students first, as well as my willingness to grow in my profession as my experience unfolds. The only disposition I gave a four was the “humor” quality. Although I am definitely warm, empathetic, and welcoming; I would not consider myself a five in the humor category. I have a sense of humor and say funny things, but typically not by design.

**Reflection**

My agreeance in my assessment is strong; however I have learned to better these dispositions as my education has unfolded at Grand Canyon University. I began this degree having a very traditional impression of teaching. I envisioned teaching a lecture and then students applying the lesson to a project while I came around and checked on them individually. The most valuable lesson I have learned as I developed more knowledge was how much differentiation is embedded in teaching at all times. While developing lesson plans, I began using the standards as an outline and the diverse needs of students as my guide for developing their targeted skills. My lesson plans are differentiated for all students; however, no one sitting in my classroom knows who they are being differentiated for. This ensures that none of my students are singled out, neurodiversity is valued, and culture and/or language barriers are all a welcomed variety within my lesson plans and classroom environment.

 The Model Code of Ethics is important to look over while assessing the self as a teacher because it lays out all of the responsibilities and competencies needed to be a qualifying and effective educator (National Association of State Directors of Teacher Educators and Certification, 2015). Some qualities are obvious for educators to adapt, however some of the lesser obvious ones are important to pay careful attention to. Teachers must be learners for life. Lesson plans have to apply data and practice to choices in teaching. As digital tools and global connections infiltrate our culture, teaching methods change just as quickly. Educators need to constantly and consistently improve their craft by reflecting on their experiences and continue learning through collaboration, methods backed by research and keeping up with tools that can enhance our student’s experiences. Grand Canyon University has equipped me with the tools and experience I need to begin my path to becoming a teacher. Moving forward, however, it is my responsibility to evolve in to an educator of impact. I vow to my students to teach at my highest potential with the ambition of being a positive influence on their experiences in the realm of education.

**Professional Dispositions Assessment Table** (Grand Canyon University, n.d,)

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 |

**References**

Grand Canyon University (n.d.). Professional dispositions of learners. [PDF]. Retrieved from <https://students.gcu.edu/Documents/15GCU0264-COEProDisposition-120115_v1.pdf>

National Association of State Directors of Teacher Education and Certification. (2015). Model code of ethics for educators. Retrieved https://www.nasdtec.net/page/MCEE\_Doc#Principle%202