



SAN DIEGO STATE
UNIVERSITY

Department of Educational Leadership

Self-Assessment of Candidate Disposition Development

SDSU candidates preparing to work as educational leaders must know and demonstrate leadership knowledge and skills, as well as exhibit the professional values, beliefs and dispositions necessary to be equity-driven leaders who create meaningful opportunities for all students to become engaged, inspired and successful learners.

Candidates will self-assess using the Self-Assessment of Candidate Disposition Development survey at the beginning and end of the program. The candidate’s University Supervisor will review the form and collaborate with the candidate in the selection of specific dispositions for focus and/or improvement. This collaboration between the Supervisor and candidate provides an opportunity for reflection, candid discussion, and growth.

SELF-ASSESSMENT OF CANDIDATE DISPOSITION DEVELOPMENT

Candidates will self-assess each disposition and then support the rating by sharing a written example from his/her own experiences.

| To what extent do you or are you . . . | Never | Rarely | Sometimes | Often | Always |
|---|-------|--------|-----------|-------|--------|
| <p>Culturally Proficient and Responsive: Embody the consciousness, courage, and commitment to become culturally proficient in relationships with students, families, and staff from varied racial backgrounds, experiences, beliefs and understandings.</p> | | | | | |
| <p>Advocate for All: Recognize that every student comes to school with a unique identify profile that is too often impacted by racism, bias, or bigotry.</p> | | | | | |
| <p>Create Courageous Spaces: Establish opportunities for staff and students to share how they experience or have witnessed unfairness and discrimination in an effort to provide a venue for the emotional support to heal and the vernacular to confront racism, bias, and bigotry.</p> | | | | | |
| <p>Be Aware of Personal Biases: Recognize that equity is a belief that requires action; as such, to achieve true equitable outcomes for all students, it must be a moral and ethical imperative with no gray zone in anti-racist work.</p> | | | | | |

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| Ensure Quality Instruction for All: Provide equitable resources and instruction that is responsive to individual and group needs derived from multiple sources of qualitative and quantitative data. | | | | | |
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| Utilize Ethical Principles in Decision Making: Review relevant factors; value different points of view and involvement of others; understand legal moral and policy implications; consider impact and effects. | | | | | |
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| Accepts Personal Responsibility for One's Actions: Work, speak and act based on a commitment to values that demonstrate the highest standards of excellence and personal integrity. Accept the consequences for upholding your principles and actions. | | | | | |
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| Effectively Communicate: Communicate in ways that reflect careful analysis and the ability to listen. Presents points of views tactfully and respectfully. | | | | | |
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| Value Reflective Practice and Continuous Learning: Evaluate self for improvement and seek opportunities for continued personal growth. | | | | | |
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