

DISPOSITIONS REFLECTION

Professional Behaviors

When I reflect on this disposition, I realize that I feel very comfortable in professional settings. I feel most myself when I'm in spaces of personal growth. I look forward to dressing professionally each day and don't have to think twice about using appropriate language since it doesn't have to change much from my personal life.

Initiative and Dependability

When I ask others to describe me, I have often received word that I am initiative and dependable—which is lovely to hear! I give a lot of thinking space to being creative and resourceful. I also put aside time to further my own learning, including reading Teaching Tolerance articles and attending the virtual Summit about teaching students of color. I have fortunately been given lots of opportunities to work in roles that require me to make my own to-do lists and recognize the tasks that need to be done to be effective. And when it comes to quality, I have to give myself boundaries of “perfect” so that I know a stopping point. I have lately gotten better at advocating for myself, especially this semester since I faced the extremely hard obstacle of losing someone.

Tact and Judgement

During conversations, I intentionally heed people's emotions and determine how my words are landing. It is a necessary social skill that we all are working on all the time. However, having awareness of other people's feelings is an important first step to following through with this goal. I honestly think one of my weaknesses is having too much of an open mind. I am bad at putting things in boxes which can feel too abstract to people. I also try to model positive body language and talk about it with my students since it directly impacts conversations all the time.

Ethical Behavior and Integrity

The first thing that comes to mind about this disposition is student confidentiality. It is their right to have private information stay private. I have heard of horror stories of some teachers outing students about a learning disability or dead names. We all make mistakes. I will continue to try my best to maintain trust with my students so they can feel safe in the classroom. Another vital trait that can be difficult for teachers include equitable grading. How do we forego biases? How do we forego “personality grading?” My goal will be to have conversations with my teaching team about what work represents what grade.

Collegiality and Responsiveness

Collaboration is inevitable and needed! Every teacher gives so much to their classroom. Our teaching improves tenfold when we give each other our rich resources. I loved using Google Drive this semester to share folders and documents. Google in general is my best friend. The other cool thing about being a new teacher is that it was celebrated for me to ask for feedback. I

want to continue to be reflective and receptive, even in the midst of criticism. When I felt myself feeling tension between common goals, I took a second to remind myself that I need to compromise since not all my ideas should be accepted; my ideas won't be the best choice in many situations.

Effective Communicator

I am not naturally skilled in this area because I talk in circles and take up too much space sometimes. I have grown in this area since I deliberately wanted to fix these blind spots. I also recognized that I could use my strength in writing to compensate.

Desire to Improve Own Performance

I really enjoy listening to teaching podcasts and talking about teaching in my personal time. I'm sure my circle wonders if I'm spreading out my interests enough. When I think about full-time teaching, I wonder how much time I'll be able to dedicate to reworking lessons and delivery. It is my hope that it will become a natural process in planning. Right now it feels compartmentalized, requiring me to codeswitch in my head. This is where I'm starting and this is where I want to end up. In the future, I want the past, present, and future colliding in my head.

Cultural Responsiveness

I want to shout this disposition to the world! My foundation for teaching is believing all students can learn and are welcome. I do not want to give up on any student. A few of my students who didn't meet classroom expectations sometimes could easily be left out. "They had their chance." "They don't care anyway." For me, it was a conscious choice to talk to the students even more. Studies show that building rapport with high-risk students is an effective strategy to increase their learning and engagement. It was especially evident this semester how much families impact learning too. It was hard to come to terms with my remote students who live in difficult homes. Their motivation was lowered. They had other needs first. That's why I allowed space for students to share how they were doing first and foremost. Lastly, identity impacts how we show up every single day. I wanted to be aware that students who have marginalized identities have life barriers, school barriers, and self barriers.

Commitment to Profession

I grew up in a household where lifelong learning was an everyday thing. My dad read informational magazines, watched documentaries, and looked up stuff on Google constantly. My mom analyzes data for her job. I intend to pursue my Master's one day in order to add to my knowledge about education. I love that this disposition uses the wording, "models democratic ideals personally and professionally." I would have to say that democracy is a staple in my philosophy of life. I wholly believe in the wishes of democracy and will continue to fight for justice. I hope people can see how passionate I am about learning, teaching, and living.