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LEARN | **EDUCATE** | APPLY | DEMONSTRATE |

| SCHOLARLY | ETHICAL | REFLECTIVE | VALUE DIVERSITY | EXPERIENCED

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## NC State University College of Education

### Teacher Candidate Dispositions Awareness

The College of Education, in collaboration with the Colleges of Agriculture and Life Sciences and Humanities and Social Sciences, is responsible for preparing candidates who have the knowledge, skills, and dispositions required of effective teachers. Your initial licensure program (undergraduate, lateral entry, licensure only) will prepare you to demonstrate dispositions expected of beginning teachers. Faculty and classroom teachers will evaluate how well you demonstrate these dispositions as they are embedded in your coursework, and you will be provided feedback as necessary. Dispositions are defined as, “the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.”\* The dispositions listed below align with the College of Education’s Conceptual Framework: LEAD and SERVE and are expected of all NC State teacher education candidates in both the university classroom and in the schools where you complete your field experiences.

#### **SCHOLARLY**

##### **The candidate**

- Actively seeks resources to expand his/her content and pedagogical knowledge
- Engages in continuous learning through participation in professional development opportunities
- Strives for quality work that is accurate, thoughtful, and technically correct

#### **ETHICAL**

##### **The candidate**

- Commits to teaching all students
- Maintains confidentiality
- Interacts appropriately with students and their families, peers, faculty, administrators, and external audiences
- Exhibits professional demeanor (timeliness, attendance, attire, attitudes) in university and school settings
- Adheres to federal and state school law, district and building policies
- Uses district approved discipline methods for all students
- Collaborates productively with peers and faculty and assumes responsibility in those activities

**REFLECTIVE**

**The candidate**

- Accepts and uses constructive feedback to make modifications
- Uses self-evaluation to improve performance
- Seeks feedback from peers and faculty to improve performance

**VALUERS OF DIVERSITY**

**The candidate**

- Respects students, peers, and faculty members as individuals and as members of identified groups
- Commits to diverse and inclusive learning environments
- Promotes the success of all students

***EXPERIENCED IN PRACTICAL APPLICATIONS OF KNOWLEDGE***

**The candidate**

- Incorporates researched-based instructional practice into classroom practice
- Considers critical questions regarding teaching and learning before, during, and after lesson and unit implementation
- Uses knowledge to advocate for students and work with their families

**I have read and understand the dispositions as listed above. I have been informed about the importance of these dispositions in being an effective professional. I recognize these dispositions will be used, along with other academic performances, to assess my progress in my professional education program. I understand that successful completion of the program depends on successful demonstration of these dispositions in courses and in public schools.**

_____ Student Signature	_____ Date
_____ Curriculum	

\*NCATE Professional Standards, 2002 Edition, p. 53.