



College of Education and College of Arts and Sciences

Candidate's Statement of Commitment regarding Dispositions

The College of Education, in collaboration with the College of Arts and Sciences, is responsible for preparing candidates who have the required knowledge, skills, and dispositions to become effective teachers. Therefore, your initial licensure program will prepare you to demonstrate the knowledge, skills, and *dispositions* expected of beginning teachers. Faculty and school personnel will evaluate your demonstration of these dispositions and provide you with feedback about your progress.

Dispositions are defined as the values, commitments, and professional ethics that influence behavior 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 (NCATE, 2001). The dispositions listed below are expected of teacher education candidates in the university classroom and in the schools.

Professionalism

- **Timeliness** is consistent in class, clinicals, group work, appointments, completion of assignments
- **Attendance** is consistent at class, clinicals, group meetings, appointments, student teaching and internships
- **Appearance and dress** matches schools' dress standards when present in the schools
- **Poise/attitude** reflects proactive planning, preparation, and engagement in classes and in the schools
- **Initiative** is demonstrated by offering ideas and suggestions to others, setting goals for self-improvement, seeking advice and feedback, and independently searching for, creating, or modifying plans and materials
- **Ethics** is demonstrated by maintaining confidentiality about BK-12 students and their families, following the Code of Ethics for North Carolina Educators and the UNC Charlotte Code of Academic Integrity, disclosing any unlawful activity upon application to or continuation in teacher education that might adversely affect ability to obtain a teaching license, as well as passing criminal background checks and drug screening required by the school systems

Teaching Qualities

- **Demonstrates organization** through student-centered planning, selection/ preparation of materials, time management
- **Demonstrates flexibility** in modifying ideas, materials, plans, lesson implementation, course assignments
- **Values diversity** through choosing and creating inclusive materials, lessons, assessments, and creating classroom environments that are inviting for diverse students' participation and learning; and provide equitable access to instruction.

Relationships with Others

- **Cooperates** with instructors/school personnel; resolves differences or misunderstandings respectfully and reflectively
- **Responds productively and respectfully to feedback** from instructors, classroom teachers, mentors, and principals
- **Establishes rapport** with BK-12 students and their families
- **Collaborates** with peers, instructors, school personnel and parents; shares responsibilities, ideas, materials
- **Provides leadership** to peers, instructors, school personnel and parents; initiates, suggests, contributes
- **Affirms** perspectives and contributions of diverse students, teachers, families, instructors, and peers

Professional Development

- **Engages in reflection** by using various forms of feedback about one's own effectiveness, including assessment data about students' learning, in order to lead students to growth and improvement in academic performance
- **Engages in life-long learning** through reading, observing, questioning, experimenting, assessing, and participating in professional development opportunities such as conferences and professional organizations
- **Promotes success for all students** through best practices, informative assessments, and inclusive environments
- **Demonstrates involvement with** parents, families, school personnel, and community agencies on behalf of students

I have read the dispositions and indicators above. I agree that dispositions are important to being an effective, professional teacher. I am committed to both growth and excellence in demonstrating these dispositions. I understand that my progress in the teacher education program depends upon successful demonstration of these dispositions.

Signature

Date

Initial licensure field