

**Revised Dispositions Instrument with Look Fors**  
ECU Educator Preparation Program

Candidate Name:  
Date:

Completed by:  
Course:

Check the appropriate behavior rating:	<input type="checkbox"/> Professional Behavior	<input type="checkbox"/> Developing Professional Behavior	<input type="checkbox"/> Unprofessional Behavior	
<p><b>Demonstrates Ethical Understanding, Behaviors, and Responsibility</b></p> <p>Alignments: NCPTS: 1 CPAST: U MCEE: I, II InTASC: 9-10</p>	<ul style="list-style-type: none"> <li>Clearly adheres to and demonstrates understanding of ethical codes, procedures, and policies regardless of personal views.</li> <li>Appropriately and consistently recognizes others' work.</li> <li>Holds oneself responsible for ethical behavior including a professional social media presence.</li> <li>Accepts and incorporates feedback pertaining to ethics and responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently demonstrates knowledge, understanding and adherence of ethical codes, procedures, policies.</li> <li>Inconsistently recognizes others' work.</li> <li>Inconsistently holds oneself responsible for ethical behavior including a professional social media presence.</li> <li>Making progress in accepting and incorporating feedback pertaining to ethics and responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>Does not adhere to or demonstrate understanding of ethical codes, procedures, or policies.</li> <li>Does not recognize others' work or takes credit for others' work.</li> <li>Fails to hold oneself responsible for ethical behavior including a professional social media presence.</li> <li>Does not accept or incorporate feedback pertaining to ethics and responsibility.</li> </ul>	<p align="center"><input type="checkbox"/></p> <p align="center"><b>Category not observed or not applicable</b></p>
<p><b>Look Fors</b></p>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>Follows policies, procedures, and ethical codes as outlined in the Educator Preparation Handbook, ECU Student Code of Conduct, PK-12 School and District Policies, and NC Educators Code of Ethics AND candidate actions demonstrates compliance to ethical standards.</li> <li>Gives credit for other's contributions to activities such as group assignments, research, or lesson planning through the professional learning community.</li> <li>Appropriately recognizes others' work by citing data or materials from published, unpublished or electronic sources.</li> <li>Acknowledges and respects varied viewpoints/perspectives of peers, colleagues, students, and other members of the education community</li> <li>Engages in respectful discourse regarding issues that impact the education profession</li> <li>Uses social media appropriately and professionally and does not post materials that may be viewed as unprofessional, disrespectful, or offensive.</li> <li>Demonstrates awareness that any content posted on social media is potentially viewable by instructors, parents, students, colleagues, and potential employers regardless of privacy settings.</li> <li>Seeks opportunities for and is receptive to feedback and constructive criticism from others (may include instructor, clinical teachers, professional peers).</li> <li>Incorporates feedback (from instructor, clinical teacher, university supervisor) and adjusts performance based on feedback for improved instruction, collegial relationships, and/or interactions within the school community.</li> </ul>			

Check the appropriate behavior rating:	<input type="checkbox"/> Professional Behavior	<input type="checkbox"/> Developing Professional Behavior	<input type="checkbox"/> Unprofessional Behavior	
<p><b>Demonstrates Professional Commitment</b></p> <p>Alignments: NCPTS: 1, 2 CPAST: P, Q, R, U MCEE: I, II InTASC: 9</p>	<ul style="list-style-type: none"> <li>Consistently accepts responsibilities and performs duties required of an educator preparation candidate.</li> <li>Consistently prepared, demonstrates punctuality, AND meets deadlines and obligations.</li> <li>Takes appropriate self-care measures when personal challenges may interfere with school or classroom-related duties.</li> <li>Accepts and incorporates feedback pertaining to professional commitment.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently accepts responsibilities and performs duties required of an educator preparation candidate.</li> <li>Inconsistently prepared, inconsistently demonstrates punctuality, and/or inconsistently meets deadlines and obligations.</li> <li>Inconsistently takes appropriate self-care measures when personal challenges may interfere with school or classroom-related duties.</li> <li>Making progress in accepting and incorporating feedback pertaining to professional commitment.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to accept responsibilities and perform duties required of an educator preparation candidate.</li> <li>Unprepared, lacks punctuality, OR fails to meet deadlines and obligations.</li> <li>Personal challenges interfere with school or classroom-related duties.</li> <li>Does not accept or incorporate feedback pertaining to professional commitment.</li> </ul>	<p><input type="checkbox"/></p> <p><b>Category not observed or not applicable</b></p>
<p><b>Look Fors</b></p>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>Completes and submits all required readings, forms, and documents on time and attends any required meetings. (Upper Division and Internship applications, internship seminars, upper division interviews, background checks, placement forms and applications, SONIA forms, required readings and viewings, etc.)</li> <li>Arrives to class, meetings, and field experiences on time and is prepared for required activities without prompting or reminders (e.g., lesson plans for field experiences or teaching simulations.)</li> <li>Maintains emotional health necessary for professional/educational assignments and takes appropriate measures when personal or health-related issues may interfere with duties.</li> <li>Recognizes one’s own stress and stressors and knows and uses constructive ways to deal with stress in the classroom, school, and personal life.</li> <li>Seeks opportunities for and is receptive to feedback and constructive criticism from others (may include instructor, clinical teachers, professional peers).</li> <li>Incorporates feedback (from instructor, clinical teacher, university supervisor) and adjusts performance based on feedback for improved instruction, collegial relationships, and/or interactions within the school community.</li> </ul>			

Check the appropriate behavior rating	<input type="checkbox"/> Professional Behavior	<input type="checkbox"/> Developing Professional Behavior	<input type="checkbox"/> Unprofessional Behavior	<input type="checkbox"/>
<b>Demonstrates Professional Communication</b> Alignments: NCPTS: 2, CPAST: O, U MCEE: II, IV InTASC: 9, 10	<ul style="list-style-type: none"> <li>Consistently communicates with colleagues, classmates, parents, students, faculty and/or staff in a clear, respectful, and culturally sensitive manner.</li> <li>Accepts and incorporates feedback pertaining to professional communication.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently communicates with colleagues, classmates, parents, students, faculty and/or staff in a clear, respectful, and culturally sensitive manner.</li> <li>Making progress in accepting and incorporating feedback pertaining to professional communication.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to communicate with colleagues, classmates, parents, students, faculty and/or in a clear, respectful, or culturally sensitive manner.</li> <li>Does not accept and/or incorporate feedback pertaining to professional communication.</li> </ul>	<b>Category not observed or not applicable</b>
<b>Look Fors</b>	The candidate: <ul style="list-style-type: none"> <li>Engages in professional and timely communication including email, online forms, texts, and materials within PK-12 learning management systems such as Canvas or Google Classroom</li> <li>Uses clear, professional, and respectful communication with peers (group projects, carpooling arrangements, co-planning, etc.)</li> <li>Incorporates person-first language in communications (student with autism, not autistic student).</li> <li>Allows the clinical teacher ample time to respond to emails and phone calls without multiple emails/calls in the same day/short time frame.</li> <li>Uses proper salutations (Dear Mr./Mrs./Professor), formal language rather than colloquial/slang/informal language and demonstrates respect for others in emails and written communications.</li> </ul> Incorporates feedback as evidenced through behavior/communication; accepts and discusses constructive feedback without defensiveness.			

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<p><b>Participates in the Professional Community</b></p> <p>Alignments: NCPTS: 1, 2, 5 CPAST: N,S,U MCEE: IV, InTASC: 9, 10</p>	<ul style="list-style-type: none"> <li>Consistently maintains collaborative and appropriate relationships with peers, colleagues, and other education professionals.</li> <li>Consistently supports and respects all members of the learning community.</li> <li>Moves beyond the classroom to engage in activities related to professional growth.</li> <li>Accepts and incorporates feedback pertaining to participation in the professional community.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently maintains collaborative and appropriate relationships with peers, colleagues, and other education professionals.</li> <li>Inconsistently supports and respects all members of the learning community.</li> <li>Occasionally moves beyond the classroom to participate in activities related to professional growth.</li> <li>Making progress in accepting and incorporating feedback pertaining to participation in the professional community.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to maintain collaborative and/or appropriate relationships with peers, colleagues, and/or other education professionals.</li> <li>Fails to support and respect all members of the learning community.</li> <li>Does not participate in activities related to professional growth.</li> <li>Does not accept or incorporate feedback pertaining to participation in the professional community.</li> </ul>	<p><input type="checkbox"/></p> <p><b>Category not observed or not applicable</b></p>
<p><b>Look Fors</b></p>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>Makes positive and helpful contributions when working with peers, colleagues, and other members of the education community.</li> <li>Demonstrates support and respect of all members of the learning community through actions and communications.</li> <li>Takes the initiative to engage in opportunities to enhance professional growth with activities such as student tutoring, professional development workshops or sessions, professional organizations, related employment or volunteer work, study abroad experiences, etc.</li> <li>Accepts feedback from the clinical teacher, university supervisor, or instructor; is receptive to additional information, resources, or perspectives; and incorporates feedback into practice.</li> </ul>			

Check the appropriate behavior rating:	<input type="checkbox"/> Professional Behavior	<input type="checkbox"/> Developing Professional Behavior	<input type="checkbox"/> Unprofessional Behavior	<input type="checkbox"/>
<p><b>Demonstrates Professional Relationships and Behaviors when working with P-12 students</b></p> <p>Alignments:            NCPTS: 1,2, 3, 4            CPAST: I,N,T,U            MCEE: II, III, V            InTASC: 3, 9, 10</p>	<ul style="list-style-type: none"> <li>Consistently respects dignity and uniqueness of each individual student by maintaining appropriate professional relationships and boundaries with P-12 students.</li> <li>Consistently establishes an environment that promotes the emotional, intellectual and physical safety of all students.</li> <li>Consistently exercises due diligence in maintaining confidentiality of student information and educational records.</li> <li>Maintains and understands the importance of professional appearance and attitude when working with students.</li> <li>Consistently uses social media responsibly and transparently for purposes of teaching and learning per university, school, and district policy.</li> <li>Accepts and incorporates feedback pertaining to working with P-12 students.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently respects dignity and uniqueness of each individual student by maintaining appropriate professional relationships and boundaries with P-12 students.</li> <li>Inconsistently establishes an environment that promotes the emotional, intellectual and/or physical safety of all students.</li> <li>Inconsistently exercises due diligence in maintaining confidentiality of student information and educational records.</li> <li>Inconsistently maintains and/or understands the importance of professional appearance and attitude when working with students.</li> <li>Inconsistently uses social media responsibly and transparently for purposes of teaching and learning per university, school, and district policy.</li> <li>Making progress in accepting and incorporating feedback pertaining to work with P-12 students.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to respect the dignity and uniqueness of each individual student by maintaining appropriate professional relationships and boundaries with P-12 students.</li> <li>Does not establish an environment that promotes the emotional, intellectual and/or physical safety of all students.</li> <li>Fails to maintain confidentiality of student information and educational records.</li> <li>Does not maintain or understand the importance of professional appearance and attitude when working with students.</li> <li>Fails to use social media responsibly and transparently for purposes of teaching and learning per university, school, and district policy.</li> <li>Does not accept and incorporate feedback pertaining to work with P-12 students.</li> </ul>	<p><input type="checkbox"/></p> <p><b>Category not observed or not applicable</b></p>
<p><b>Look Fors</b></p>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>Communicates and asks questions to PK-12 students, clinical/practicum teachers, and peers without assumptions and preconceptions.</li> <li>Treats PK-12 student documents with confidentiality, including blacking out names and other potential identifying information if submitting documents for coursework, supervision, or edTPA.</li> <li>Omits student and teacher names in conversations with peers or in class discussions and limits student or teacher identifying information in written assignments or online discussions.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Follows appropriate confidentiality when videotaping or streaming live lessons, such as: only recording students with consent to tape on file, deleting videos if students do not have permissions on file, and being aware of other noises, voices, and discussions in videos and removing videos that include nonconfidential information.</li> <li>• Adheres to the school building's requirements for sharing of documents electronically and only uses ECU email for communications with PK-12 teachers.</li> <li>• Avoids personal relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness</li> <li>• Wears clothing appropriate for all possible classroom situations (sitting in a chair, standing, bending over a table, sitting on the floor, going out on the playground, meeting with parents/family for a meeting).</li> <li>• Accepts feedback from their clinical teacher, university supervisor, or instructor; is receptive to additional information, resources, or perspectives; and incorporates feedback into practice.</li> </ul> <p>Can establish themselves in the role of a teacher with appropriate boundaries related to their work with students, colleagues, and families of PK-12 students.</p>
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Evaluator Comments:

Candidate Comments:

Goals and next steps (For ratings of **developing** or **unprofessional behavior**):

## Glossary

### Boundaries:

The verbal, physical, emotional and social distances that an educator must maintain in order to ensure structure, security, and predictability in an educational environment. Most often, the boundaries that are transgressed relate to role, time and place. By respecting contracted roles, appropriate working hours, and the location of the learning environment, secure boundaries are in place for all members of the schooling community.

### Colleagues:

Colleagues for educator preparation candidates include classmates, clinical teachers, internship or practicum site personnel

### CPAST:

Candidate Performance Assessment of Student Teaching. ECU Educator Preparation program utilizes this validated rubric to evaluate interns during the Internship II semester. This assessment aligns with INTASC and professional teaching standards.

### Culture:

The customary beliefs, social forms, and material traits of a racial, religious, or social group, including the characteristic features of everyday existence shared by people in a place or time<sup>1</sup>.

InTASC:

[The Interstate New Teacher Assessment and Support Consortium \(INTASC\)](#) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers.

MCEE:

[Model Code of Ethics for Educators](#) The MCEE serves as a guide for future and current educators faced with the complexities of PK-12 education. The code establishes principles for ethical best practice, mindfulness, self-reflection, and decision-making, setting the groundwork for self-regulation & self-accountability. The establishment of this professional code of ethics, by educators and for educators, honors the public trust and upholds the dignity of the profession.

NCPTS:

[North Carolina Professional Teaching Standards](#) The North Carolina Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development. Each of these will include the skills and knowledge needed for 21st-century teaching and learning.

School Community:

This term usually refers to those stakeholders invested in the welfare of a school and its community. A school community includes school administrators, teachers, school staff members, students, their parents and families, school board members and other community members.<sup>2</sup>

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<sup>1</sup> <http://www.merriam-webster.com/dictionary/culture>

<sup>2</sup> <http://edglossary.org/school-community/>