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Section 1: Introduction

As a professional school, the Department of Teaching, Learning, and Educational Leadership (TLEL) at Binghamton University is dedicated to preparing teachers and educational leaders well-grounded in their discipline and pedagogical practice. Candidates engage in rigorous coursework that integrates theory, research, and applied practice focused on learning across disciplines, grade levels, and educational environments. Clinically-rich field experiences and internships throughout our graduate programs enhance and further develop skills attained through coursework.

All candidates in teacher and educational leadership preparation programs are expected to demonstrate the TLEL Professional Dispositions throughout their program and in their professional lives. Professional dispositions are the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation, and development, as well as an individual’s professional growth. The following Professional Dispositions have been identified as essential for candidates in all TLEL programs:

1. Demonstrate a commitment to learning and diversity;
2. Build rapport and serve as a strong role model to peers, colleagues, and learners;
3. Display effective communication skills (oral and written) in all settings; and
4. Demonstrate professional competence and conduct.

Individuals who adhere to these professional dispositions are guided by beliefs and attitudes related to values such as accountability, respect, honesty, integrity, and professional competence and conduct.

The TLEL Professional Dispositions align with the standards advanced by the Interstate New Teacher Assessment and Support Consortium (InTASC), the New York State Education Department (NYSED) Teaching Standards, and the content- and specialization-areas represented in TLEL (see the TLEL website for additional information about and links to state and national standards). Additionally, stakeholder groups (i.e., superintendents, teachers, and other education professionals) provided feedback on the items included, providing a means to confirm their validity as the professional dispositions expected by teachers, administrators, and teacher educators of both novice and expert teachers. The TLEL Professional Dispositions supplement the Ethics and Integrity Policies and Procedures, which establish the values, principles, and standards expected of all students taking courses within the College of Community and Public Affairs (CCPA). Advisors and course instructors will make candidates aware of both policy documents.

Candidates in initial and advanced programs must consistently demonstrate Meeting Expectations in each area of professional disposition for admission and advancement in TLEL programs. Faculty advisors, along with the Director of Assessment, Accreditation, and
Curriculum and the Director of Field Education, will review program data and responses supplied by university supervisors and mentors to assess the extent which candidates meet this expectation. Candidates who receive a rating of *Emerging* or *Does Not Meet Expectations* rating in a field experience or from a course instructor may be required to complete additional field experiences successfully or meet expectations set forth in a *Plan for Improvement* before advancing in the program and/or before applying for the internship or the practicum semester. Failure to meet expectations may lead to dismissal from TLEL programs and from CCPA.

In addition to successful completion of courses and consistent demonstration of the aforementioned **professional dispositions**, candidates should be aware that some states, including New York, may restrict or deny professional licensure for people with felony convictions, misdemeanor convictions, or actions taken against them by a professional organization. Binghamton University’s Department of Teaching, Learning, and Educational Leadership is unable to guarantee licensure upon successful completion of the program. Contact your state licensure board for more information. Your program coordinator may be of assistance with licensing issues, as well.

In the next sections, these Professional Dispositions are expanded upon in several ways. First, the examples of how a candidate can demonstrate meeting the Dispositions are provided to assist with clarity (Section 2). Second, the procedures for introducing and assessing the dispositions during courses and in fieldwork are clarified (Section 3). In the third section, the process for documenting concerns and the potential actions that may be pursued are described (Section 4). Appendices included provide examples of the forms to be used in the case of a concern and share contact information for TLEL faculty and staff members.

**Section 2: The TLEL Professional Dispositions**

This section provides additional information about each of the TLEL Professional Dispositions, including examples of how a candidate can demonstrate meeting the Dispositions. Candidates, faculty members, adjunct instructors, and mentors will use the descriptions to assist them with reflecting on the dispositions expected of an educator. Additionally, non-examples are provided to assist with understanding behaviors that may lead to disciplinary actions against a candidate. Please note, this section is meant to be *illustrative, not exhaustive*. There may be additional reasons and instances that can lead to disciplinary actions related to not adequately demonstrating the TLEL Professional Dispositions not described here. In circumstances where a concern arises, individuals are encouraged to contact the Field Education Director or a faculty advisor to discuss the situation more thoroughly and to determine the correct course of action. These procedures are discussed more completely in Section 3.

**Professional Disposition 1 - Demonstrate a commitment to learning and diversity.**

Teachers and educational leaders must be firmly committed to the belief that all individuals can learn and are valued. Through coursework and field-based experiences, candidates gain the skills to support learning and to better understand how physical, emotional, and social development
affects individual learning. Learning to plan for differentiation, to provide accommodations when necessary, and to consider alternatives as the need arises is necessary.

For these pedagogical skills to be effective, an individual must first hold the professional disposition that all learners can achieve and that diversity is something to embrace, not overcome. Candidates demonstrate this disposition through their engagement in discussions, their willingness to assist all learners, and their desire to seek ways to improve the learning experience for all individuals. Lesson plans and learning segments developed to instill background knowledge and that provide a variety of ways for learners to engage in the content meet this expectation. Candidates seeking to be educational leaders espouse this professional disposition in the programs they advocate for that will lead to more equitable outcomes for all learners in their program, school, or district.

A lack of commitment to this Professional Disposition may be exhibited by a candidate during course discussions (either face-to-face or online), through assignment completion, or in fieldwork. For instance, individuals who display a negative attitude or make negative comments towards individuals different from themselves fail to demonstrate a commitment to learning and diversity. Additionally, candidates who suggest that some individuals cannot learn or should not have access to learning opportunities clearly do not meet the expectations set forth by the TLEL Professional Dispositions or any professional standards established in NYS or the education community.

**Professional Disposition 2 - Build rapport and serve as a strong role model to peers, colleagues, and learners.**

Coursework and fieldwork activities provide candidates with opportunities to interact with peers, colleagues, and learners in community and school settings. Whether in a university or k-12 classroom, during extracurricular activities, or at a community agency, candidates demonstrating this professional disposition seek out ways to make meaningful connections that allow learners, peers, and colleagues to gain from the experience. They actively look for ways to engage with and to assist others in the learning process.

To take advantage of such occasions, candidates must show initiative, ask questions and seek clarification, and demonstrate a willingness to work with learners and peers across content areas. Candidates may need to seek out professional resources independently, look for additional ways to be engaged, and get involved in activities within, and outside of, the classroom and school. Meaningfully engagement can also occur with peers in collaborative activities and group work during and outside of class meeting times.

At the same time, it is important for candidates to clarify with cooperating teachers, mentors, and administrators the district and school guidelines related to email and social media as it relates to building rapport with students and families/legal guardians. In some schools, use of email and/or social media for communication is strongly encouraged, while in others it is strictly prohibited. Faculty members from TLEL encourage candidates and mentors to discuss the advantages and disadvantages of each stance.
Candidates who elect to not take advantage of opportunities to engage with learners or with cooperating teachers and peers may be considered as not demonstrating this disposition. For instance, a candidate who attends a placement, but fails to interact with learners or who spends inadequate time learning from cooperating teachers is not fulfilling this disposition. Similarly, candidates who fail to collaborate with group members on an assignment or who are disruptive during course discussions are not meeting this expectation. For candidates in the educational leadership programs, failing to meet this professional disposition may take the form of refusing to engage with classmates in group learning activities or neglecting to establish a relationship with faculty and staff members or with mentor during the practicum placements.

**Professional Disposition 3 – Display effective communication skills (oral and written) in all settings.**

Effective communication skills (oral and written) must be demonstrated in all settings, during coursework, and in fieldwork. At its simplest form, this includes submitting written work expected of a candidate in a professional graduate education program (i.e., meeting guidelines provided by the APA Publication Manual, 6h ed.). This professional disposition also includes showing enthusiasm and projecting a positive attitude for the wide array of responsibilities and duties expected of educators and educational leaders. It includes listening carefully and responding to the feedback provided by mentors, university supervisors, and administrators. Last, demonstrating this disposition includes responding to all correspondence in a timely and professional manner.

During clinical practice, candidates must proactively seek out additional feedback from other professionals, such as administrators in the building or co-teachers and be receptive to constructive criticism. Candidates will also be reflective of the feedback learners provide and be receptive to adjusting their instructional practice in accordance with same and/or to meet the needs of the classroom.

This disposition also includes the wide range of ways candidates engage in written communication. Emails, social media posts, text messages, as well as written assignments, must demonstrate a strong commitment to the achievement of all learners and a desire to collaborate with administrators and colleagues. Furthermore, candidates will follow rules established by their professional affiliation in written communication (e.g., the American Psychological Association) and the more informal rules of social media and email guidelines (a helpful guide to professional communication is provided on BU’s Fleishman Center for Career and Professional Development: [https://www.binghamton.edu/ccpd/documents/qrg-resources/presenting-yourself-professionally.pdf](https://www.binghamton.edu/ccpd/documents/qrg-resources/presenting-yourself-professionally.pdf)).

Not demonstrating this professional disposition can take several forms. Most obviously, candidates who fail to proofread emails or to revise adequately course assignments are not meeting this expectation. Candidates who speak disrespectfully to course instructors, learners, and cooperating teachers or who do not respond in a timely manner to emails fail to meet this standard. Additionally, a candidate who dismisses feedback from a cooperating teacher, supervisor, or course instructor fails to meet this expectation.
**Professional Disposition 4—Demonstrate professional competence and conduct.**

Professionalism is expected of all candidates during coursework, clinical practice, and throughout their careers. In addition to communicating in a timely and professional manner and demonstrating a commitment to learning, acting professionally includes dressing appropriately, following school and district policies, maintaining confidentiality, and treating the mentor’s time and property with respect.

Candidates are expected to maintain the confidentiality of students and staff at all times. This includes discussions of student academic progress, classroom behavior, special education identification, etc. Candidates must maintain all standards set forth in the Family Educational Rights and Privacy Act (FERPA) and be aware of their surroundings when discussing confidential student information. Confidential information should never be shared in an email, in a public setting (e.g., at a grocery store), or with individuals who do not have an educational need to know any academic information.

Faculty members from TLEL expect all candidates to be reliable, punctual, and keep all commitments to mentors, colleagues, and administrators in the school building (as well as for course meeting times). During field experiences and in the internship/practicum semesters, candidates follow the contractual schedule of mentors—arriving and leaving at the same time and completing all required duties. In addition, as novices, candidates can expect to arrive timely, including arriving earlier and/or stay later to be prepared for their responsibilities in the classroom.

As described more completely in the clinical practice handbooks, professional competence and conduct includes fully taking advantage of placements in school and community settings. This includes attending regularly, assisting mentors with classroom and administrative responsibilities, and taking advantage of opportunities for instruction and engagement with learners. Initial program candidates completing field experiences prior to the internship must commit to attending their assigned placement weekly on a day determined with input from the cooperating teacher. During the Internship semester/year, initial program candidates must attend placements daily, following the schedule of the assigned school or settings. Advanced program participants completing the required practicum experiences will follow the guidelines established by their individual programs.

In any of these placements, mentors require the full participation of candidates included in their classroom or school building and design activities that incorporate them into the activities. Only in emergency situations will candidates be excused from attending a placement or following the agreed upon schedule. In these situations, **candidates must contact the mentor via the mentor’s preferred method of communication** (i.e., email, text, or phone call) **as soon as possible**.

Candidates in initial programs must also contact the University Supervisor, the Field Education office, and their program advisor to make them aware of ALL fieldwork absences or tardiness. Candidates will reschedule any absences within three (3) days. Failure to meet obligations for clinical practice placements (including during the internship or practicum semesters), such as by
not maintaining a regular schedule of attendance or by arriving late/leaving early without an acceptable reason, are indicators of not meeting this professional disposition.

Meeting this professional disposition also extends to coursework. Candidates in all programs must attend course meeting times established by the instructor. Additionally, all course assignments must be submitted by deadlines established the course instructor. Candidates who fail to attend course meetings, who regularly arrive late or leave early, or who consistently neglect to meet deadlines without an acceptable reason do not meet the professional disposition.

**Section 3: Introducing & Assessing the TLEL Dispositions**

**Introducing the Professional Dispositions**

New candidates will receive information about the Professional Dispositions in multiple ways at the start of their program in TLEL. First, candidates to initial and advanced programs must attend an orientation meeting prior to the start of their first semester in a TLEL program. This event will provide additional information about meeting the Professional Dispositions, as well as an overview of the process for assessing the dispositions and the potential actions that may be pursued if a concern is identified. At the event or soon after, candidates will receive an Orientation Checklist to complete affirming their commitment to demonstrating the Professional Dispositions, as well as documenting their understanding of other programmatic and certification requirements. Second, course instructors will review the Professional Dispositions and provide additional, content- or program-specific information regarding content-specific ethical and professional guidelines.

**Assessment of Professional Dispositions**

All candidates are expected to demonstrate the TLEL Professional Dispositions consistently in course and fieldwork opportunities, as well as in their daily life. From the admissions process through preparation at both the initial and advanced levels, candidates will be assessed as to whether they uphold these dispositions at mandated checkpoints as they advance through coursework and through fieldwork evaluations. These checkpoints serve to elicit feedback from course instructors, mentors, and university supervisors. Candidates are also provided a number of opportunities to self-evaluate their ability to meet the professional dispositions.

1. **Checkpoint at Entry (Initial and Advanced Programs)**. During the admissions process, recommenders provide an initial evaluation of the candidate’s professional dispositions based on their knowledge of the candidate. Additionally, TLEL faculty/staff members assess for demonstration of the professional dispositions based on the personal statement written for admission into a certification program (included in Figure 1). Table 1 provides the rubric used for this evaluation. A similar rubric will be used at various points by course instructors and university supervisors throughout coursework and clinical practice to ensure candidates continue to demonstrate these expectations.
Personal Statement: Required of all applicants into a certification program in the Department of Teaching, Learning, & Educational Leadership

Dispositions are the values, commitments, and professional ethics that influence an individual’s behavior towards students, families, colleagues, and communities. An individual’s dispositions affect their opinion of student learning, motivation, and development, as well as an individual’s professional growth.

Collectively, faculty members from the Department of Teaching, Learning, and Educational Leadership identified the Professional Dispositions they see as essential to the development of an effective educator or educational leader. These Professional Dispositions include a readiness to-

1. Demonstrate a commitment to learning and diversity;
2. Build rapport and serve as a strong role model to peers, colleagues, and learners;
3. Display effective communication skills (oral and written) in all settings; and
4. Demonstrate professional competence and conduct.

For the personal statement, describe how one or more of these professional dispositions has (a) influenced your decision to become a teacher and/or (b) will contribute to your effectiveness as a teacher. Please approach this by telling a story about an incident or event in your life that illustrates that particular characteristic.

The personal statement you provide will be evaluated by faculty and staff members on the basis of how well you address the prompt and your skill at organizing, developing, and conveying, in standard written English, an event or story that illustrates how you have demonstrated (or perhaps observed) the characteristic in your life.

Please make sure your response directly addresses the prompt. Personal statements should be a minimum of 1,500-2,000 words (Times New Roman font, size 12, double-spaced, 1” margins). Personal statements must be uploaded directly into the BU application system and are not mailed or emailed to a faculty or staff member.

Figure 1. Department of Teaching, Learning, & Educational Leadership Admissions Essay Prompt
Table 1

*TLEL Professional Dispositions Rubric (competed at admission by faculty/staff members).*

<table>
<thead>
<tr>
<th>Disposition 1: The candidate demonstrates a commitment to learning and diversity.</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Emerging</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate’s personal statement indicates a <strong>strong</strong> commitment to learning and diversity.</td>
<td>Candidate’s personal statement indicates an <strong>adequate</strong> commitment to learning and diversity.</td>
<td>Candidate’s personal statement <strong>minimally</strong> indicates commitment to learning and diversity.</td>
<td>Candidate’s personal statement <strong>fails</strong> to indicate a commitment to learning and diversity.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disposition 2: The candidate builds rapport and serves as a strong role model to peers, colleagues, and learners.</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Emerging</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate’s personal statement suggests an <strong>exceptional</strong> ability to build rapport with others and serve as a strong role model in all situations.</td>
<td>Candidate’s personal statement suggests an <strong>acceptable</strong> ability to build rapport and serve as a strong role model.</td>
<td>Candidate’s personal statement suggests a <strong>minimal</strong> ability to build rapport or serve as a strong role model.</td>
<td>Candidate’s personal statement <strong>does not</strong> indicate an ability to build rapport nor does s/he serve as a strong role model.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disposition 3: The candidate displays effective communication skills (oral and written) in all settings.</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Emerging</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate’s personal statement demonstrates <strong>superior</strong> communication skills in all settings (oral and written).</td>
<td>Candidate’s personal statement demonstrates <strong>acceptable</strong> communication skills in all settings (oral and written).</td>
<td>Candidate’s personal statement demonstrates <strong>minimally</strong> adequate communication skills in all settings (oral and written).</td>
<td>Candidate’s personal statement demonstrates <strong>weak</strong> communication skills in all settings (oral and written).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disposition 4: The candidate demonstrates professional competence and conduct.</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Emerging</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate’s personal statement represents <strong>superior</strong> professional competence and conduct.</td>
<td>Candidate’s personal statement represents <strong>appropriate</strong> professional competence and conduct.</td>
<td>Candidate’s personal statement represents <strong>minimal</strong> professional competence and conduct.</td>
<td>Candidate’s personal statement represents <strong>inappropriate</strong> professional competence and conduct.</td>
<td></td>
</tr>
</tbody>
</table>

2. **Checkpoints Connected to Advancement through the Program.** Both initial and advanced programs require extended clinical placements to meet certification expectations. At the initial level, candidates in the early childhood/childhood program complete multiple internships to meet the requirements of the various certifications (early childhood, childhood, and their area of specialization). Candidates in the adolescence programs complete a one-semester internship in one or two settings. Candidates in advanced programs complete practicums of varying length that may be on-the-job or in placements coordinated by the Field Education Office. **In the semester prior to engaging in these activities,** candidates must submit an application to complete the internship/practicum that includes a self-evaluation of meeting the Professional Dispositions. Upon receipt of the application, faculty advisors will assess individual candidate’s dispositions using information gathered from course instructors and from personal contact with the candidate using the TLEL Professional Dispositions Rubric (Table 1).
3. **Clinical Practice Checkpoints: Initial Programs.** Throughout their preparation, candidates from TLEL engage in multiple fieldwork opportunities. In initial programs, these opportunities most often occur in a classroom with a “host” or mentor. This individual will be asked to rate the Professional Dispositions demonstrated of the candidate, as well as their instructional performance. Complete information about evaluating the instructional performance of a candidate is included in the *Fieldwork Handbooks* available for each TLEL program.

Early in the program, candidates’ demonstration of Professional Dispositions mimics the rubric utilized in coursework (Table 1). As the candidate progresses toward the internship or practicum semester, dispositions are evaluated using the items included in either the Pre-Candidate Assessment of Student Teaching (Pre-CPAST) or the Candidate Assessment of Student Teaching (CPAST). A crosswalk comparing the expectations described in each form is included in Appendix A.

4. **Clinical Practice Checkpoints: Advanced Programs.** Candidates in advanced programs may be offered the opportunity to complete fieldwork as on-the-job teachers or in long-term substitute teaching placements. In these instances, there may not be an evaluation of dispositions in fieldwork until the practicum semester. Regardless of whether the fieldwork is completed via identified placements or in their classroom, during the practicum placement dispositions will be reviewed via program-specific evaluation documents aligned with their area of specialization. Complete information regarding area-specific expectations will be provided by program faculty.

All candidates in initial and advanced programs must receive a rating of *Meets Expectations* in each area of professional disposition for admission and advancement. Faculty advisors and the TLEL Director of Assessment, Accreditation, and Curriculum will ensure all candidates meet this expectation in coursework by review of program data. Similarly, faculty advisors and the Director of Field Education will review feedback on dispositions provided by mentors and university supervisors. If a candidate receives a rating of *Emerging* or *Does Not Meet Expectations* rating in a field experience or from a course instructor, he/she must complete another field experience successfully before advancing in the program and/or before applying for the internship or the practicum semester. In some instances, failure to meet expectations may lead to dismissal from TLEL programs.

**Section 4: Concerns Policy & Process**

As previously stated, all candidates must demonstrate the professional dispositions consistently throughout their preparation, both in coursework and during clinical practice in the classroom or school building. Regular assessment of these dispositions ensures candidates are aware of and continue to demonstrate meeting the expectations. In addition to these checkpoints, TLEL faculty and staff members have devised procedures that allow individuals to document concerns that may need to be addressed in a timely manner. This section describes that procedure, along with the actions that may be taken if a concern is identified through this process or in the regular assessment process.
Documenting an Immediate Concern
If at any point during coursework or in field experiences a concern is identified by a course instructor, advisor, mentor, or university supervisor, timely contact must be made with the faculty advisor. This contact can be made either via direct contact (e.g., email message, phone call, or meeting) or by submitting the Disposition Concern Form, available on the TLEL website or by request in PDF format. If the “official” form is not completed, faculty members involved with the candidate must provide written documentation of the concern (e.g., copies of emails, notes from a meeting, etc.). Written documentation of the situation, the professional disposition(s) of concern, and any actions taken must be placed in the candidate’s official folder maintained in the TLEL office.

The TLEL Professional Dispositions Concern Form
The TLEL Professional Dispositions Concern form can be found on the Field Education website (www.binghamton.edu/tlel/field-education/index.html) or in PDF form (see Appendix B for a sample form). The form instructs the individual completing the form to identify the Professional Disposition(s) of concern and to provide a short assessment of the situation.

Figure 1. Screenshot of the Disposition Concern Form (available at TLEL website).

Members of the Field Education Office receive the electronic TLEL Professional Dispositions Concern form when completed online. In such a case, the staff members are responsible for contacting relevant faculty members (typically the candidate’s program advisor) to share the information and identify appropriate next steps. To directly email a concern or for assistance with completing the form, individuals email the Office of Field Education (places@binghamton.edu) for assistance and filing the form.

Potential Actions if a Concern is Identified
In the event that a candidate fails to meet expectations at a scheduled checkpoint or if a Dispositional Concern Form is completed, faculty advisors will be notified and appropriate parties contacted to address the issue in a timely manner. Possible courses of action include (but are not limited to):
• Individual meeting with the student, the individual who completed the form, and any other relevant individuals (i.e., faculty program advisor, mentor, university supervisor, etc.);
• Development of a **Professional Dispositions Plan for Improvement**;
• Additional fieldwork prior to advancement to internship or practicum;
• Suspension or termination of fieldwork or internship placement;
• Extension of placement, internship, or practicum; or
• Removal from the program

If appropriate, the development of a **Professional Dispositions Plan for Improvement** will be the anticipated course of action (see Appendix C for a sample form). Course instructors, mentors, university supervisors, as well as program advisors may elect to complete this form with a candidate. The program advisor must receive a copy and an additional copy must be placed in the candidate’s file, available in the TLEL office.

**Plan for Improvement**
The **Plan for Improvement** will specifically identify the professional disposition(s) of concern, a plan of action for remediating the situation, and the resources necessary (Figure 2). Upon receipt of a plan the candidate’s program advisor will follow-up with the candidate and ensure improvement is made and the situation remediated.

**Figure 2.** Sample copy of the Professional Dispositions Plan for Improvement (also included in Appendix C).
Student Appeal
In keeping with the policies set forth by the CCPA, a candidate has the right to appeal a disciplinary or academic sanction. If a candidate disagrees with how a dispositional concern has been handled, they have the right to appeal any decisions or Plans for Improvement to the department chair. To do so, candidates should file a written appeal of no more than 2 pages in length of the decision with the department chair within five (5) calendar days of receipt of the Plan for Improvement or notice of removal from the program. The department chair will notify the candidate within ten (10) calendar days of receipt of the request and whether the appeal is denied or accepted. If the appeal is accepted, the department chair will also notify the candidate regarding the course of events to follow, whether there will be modification of the original disposition, an appeal hearing, or a new hearing.

Candidates who wish to appeal decisions made by the department chair may further appeal to Dean of CCPA. Similar to the process at the department level, candidates must prepare a written appeal of no more than 2 pages of the decision to submit to the Dean within five (5) calendar days of receipt of the Plan for Improvement or notice of removal from the program. The Dean will notify the candidate within ten (10) calendar days of receipt of the request and whether the appeal is denied or accepted. If the appeal is accepted, the Dean will also notify the student regarding the course of events to follow, whether there will be modification of the original disposition, an appeal hearing, or a new hearing. Additional information regarding the appeals process, including the appropriate steps for appealing a decision, can be found in the Academic Policies section of the CCPA website: https://www.binghamton.edu/ccpa/resources/academic-policies.html.

Candidates who continue to disagree with the decision made Dean can appeal further to the Graduate School following the Grievance Appeal Procedures found on the Graduate School website: https://www.binghamton.edu/grad-school/resources/policies-procedures/manual/index.html

Mental Health Concerns
In the event faculty members, university supervisors, and mentors or other appropriate personnel become aware of a situation in which a candidate may need assistance, resources from the Dean of Students and the University Counseling Center (UCC) at Binghamton University should be accessed.

If a candidate experiences undue personal or academic issues at any time during the semester or needs to talk with someone about a personal problem or situation, faculty and staff members from TLEL encourage him or her to seek support as soon as possible. Faculty advisors and the Field Education Director are available to talk about issues related to work in class or in fieldwork. Additionally, candidates are encouraged to reach out to any one of a wide range of campus resources, including:
1. Dean of Students Office: 607-777-2804
2. Decker Student Health Services Center: 607-777-2221
3. University Police: On campus emergency, 911
4. University Counseling Center: 607-777-2772
5. Interpersonal Violence Prevention: 607-777-3062
7. Office of International Student & Scholar Services: 607-777-2510

If a candidate encounters personal, social, or developmental issues that call for assistance beyond the advice provided by colleagues, friends, or family, the UCC may be of assistance. The UCC provides a variety of free and confidential counseling services delivered by professional counselors. All currently enrolled BU graduate students and affiliated entities are eligible to receive these services free of charge. Services and programs available through the center include individual and group counseling, consultation, referral, and psychoeducational programs. In the case where such services may be helpful or necessary, candidates, university supervisors, mentors, and faculty and staff members can find more information by visiting http://www.binghamton.edu/counseling.

**Accommodations for Students with Disabilities**

TLEL faculty and staff members share the commitment to student learning and diversity and will make every effort necessary to support the learning of students with identified disabilities. Any student with a disability who needs accommodations related to meeting the TLEL Professional Dispositions (whether related to fieldwork or coursework) must contact the Office of Services for Students with Disabilities (SSD) at Binghamton University (607-777-2686, UU-119). The SSD office makes formal recommendations regarding necessary and appropriate accommodations based on an individual's specifically diagnosed disability. All information about a student's disability is confidential.

In the event an accommodation has been identified, candidates must meet with their program advisor to discuss the impact it will have on the successful completion of their preparation program and demonstrating the TLEL Professional Dispositions. These conversations must occur within the first two weeks of the semester to determine the appropriate course of action and create a plan that allows the candidate to meet adequately coursework and fieldwork expectations.
Appendix A

Professional Dispositions Crosswalk: Field Experience and Internship/Practicum Forms
TLEL Disposition Crosswalk with Fieldwork: Initial Programs

The Professional Dispositions defined by TLEL faculty members developed from feedback with local stakeholders and align well with other evaluations used to evaluate instructional practice during a candidate’s preparation. This table demonstrates the alignment of the TLEL Dispositions with several sources, including the dispositions identified by local stakeholders, the fieldwork evaluations (Pre-CPAST and CPAST), and the InTASC standards. On rubrics, evaluators will identify the extent to which a candidate demonstrates the standards, ranging from exceeding expectations to does not meet expectations. In the table below, language demonstrating a candidate meets expectations is provided.

<table>
<thead>
<tr>
<th>TLEL Disposition (Admittance, Advancement, &amp; Field Experience I)</th>
<th>All candidates are expected to:</th>
<th>Dispositions Identified by Local Stakeholders</th>
<th>InTASC</th>
<th>Pre-CPAST</th>
<th>CPAST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Demonstrate knowledge and commitment to learning and diversity.</td>
<td></td>
<td>Belief that all students can learn</td>
<td>InTASC 7a</td>
<td>A. Focus for Learning: Standards and Objectives /Targets</td>
<td>A. Focus for Learning: Standards and Objectives /Targets</td>
</tr>
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<td></td>
<td></td>
<td>Respect for students</td>
<td></td>
<td>Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/ targets, and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners</td>
<td>Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/ targets, and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners</td>
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<tr>
<td></td>
<td></td>
<td>Embraces students’ diverse needs</td>
<td>InTASC 10j</td>
<td></td>
<td>T. Advocacy to Meet the Needs of Learners or for the Teaching Profession</td>
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<td></td>
<td>Recognizes and articulates specific areas in need of advocacy, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices).</td>
</tr>
<tr>
<td>2: Build rapport and serve as a strong role model to peers, colleagues, and learners.</td>
<td></td>
<td>Provides good role model</td>
<td>InTASC 10d</td>
<td>F. Safe and Respectful Learning Environment</td>
<td>I. Safe and Respectful Learning Environment</td>
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<td>Manages a safe and respectful learning environment through the use of routines and transitions AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners’ attention (individual and whole group)</td>
<td></td>
</tr>
<tr>
<td>TLEL Disposition (Admittance, Advancement, &amp; Field Experience I) All candidates are expected to:</td>
<td>Dispositions Identified by Local Stakeholders</td>
<td>InTASC</td>
<td>Pre-CPAST</td>
<td>CPAST</td>
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<td><strong>3: Display strong communication skills in all settings.</strong></td>
<td><strong>Effective communication</strong>&lt;br&gt;Accepts feedback&lt;br&gt;Displays positive attitude&lt;refuse&gt;</td>
<td>InTASC 10b \nInTASC 9n \nInTASC 3d</td>
<td><strong>M. Collaboration</strong>&lt;br&gt;Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND Attempts to work with and learn from colleagues in planning and implementing instruction.</td>
<td><strong>O. Demonstrates Effective Communication with Parents or Legal Guardians</strong>&lt;br&gt;Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) AND Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress.</td>
<td></td>
</tr>
<tr>
<td><strong>4: Demonstrate professional competence and conduct.</strong></td>
<td><strong>Attendance/punctuality</strong>&lt;br&gt;Respect for privacy and confidentiality&lt;br&gt;Keeps commitments</td>
<td>InTASC 9o</td>
<td><strong>K. Demonstrates Punctuality</strong>&lt;br&gt;Reports on time for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees).</td>
<td><strong>P. Demonstrates Punctuality</strong>&lt;br&gt;Reports on time for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees).</td>
<td></td>
</tr>
<tr>
<td>TLEL Disposition (Admittance, Advancement, &amp; Field Experience I)</td>
<td>Dispositions Identified by Local Stakeholders</td>
<td>InTASC</td>
<td>Pre-CPAST</td>
<td>CPAST</td>
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<tr>
<td>All candidates are expected to:</td>
<td>Emotionally mature behavior</td>
<td>Meets Deadlines and Obligations</td>
<td>InTASC 9o</td>
<td>L. Meets Deadlines and Obligations</td>
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<tr>
<td></td>
<td>Reliability</td>
<td></td>
<td></td>
<td>Meets deadlines and obligations established by the cooperating teacher and/or supervisor AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides clear and complete directions and lessons for substitutes.</td>
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<td>Q. Meets Deadlines and Obligations</td>
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<td></td>
<td></td>
<td>Meets deadlines and obligations established by the cooperating teacher and/or supervisor AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides clear and complete directions and lessons for substitutes/cooperating teacher.</td>
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<td>N. Participates in Professional Development</td>
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<td></td>
<td>Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference) AND Provides evidence of an increased understanding of the teaching profession as a result of the PD.</td>
<td></td>
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</tbody>
</table>
Appendix B

Professional Dispositions Concern Form
Throughout coursework and field experience opportunities, a candidate’s demonstration of “professional dispositions” are assessed, in addition to their content knowledge and pedagogical skills. If a candidate fails to demonstrate any of these traits, please use this form to document the concern and email it to the Field Education Office in TLEL (places@binghamton.edu). The information will then be shared with respective parties, such as the candidate's adviser or other course instructors, to determine an appropriate course of action. This form can also be completed via link from the TLEL website.

Please note: information provided will be shared with individuals directly involved (i.e., the candidate, his/her faculty adviser, course instructor, university supervisor, and/or cooperating teacher). While care will be taken to keep the information private, it cannot be kept confidential.

**Professional Disposition of Concern** (check all that apply):

TLEL candidates…

<p>| | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>… demonstrate commitment to learning and diversity.</td>
</tr>
<tr>
<td>2.</td>
<td>… builds rapport and serves as a strong role model to peers, colleagues, and learners.</td>
</tr>
<tr>
<td>3.</td>
<td>… display effective communication skills (oral and written) in all settings.</td>
</tr>
<tr>
<td>4.</td>
<td>… demonstrate professional competence and conduct.</td>
</tr>
</tbody>
</table>

**Please provide a short, detailed description of the event/behavior/etc. that led you to identify this as a concern.**

Are there additional concerns TLEL faculty and staff members should be aware of at this time?

Please use the back of this page for any additional information.

□ Candidate copy (if appropriate)  □ Program Advisor copy  □ Candidate Record copy (TLEL office)  □ Other
Appendix C

Professional Dispositions Plan for Improvement
PROFESSIONAL DISPOSITIONS PLAN FOR IMPROVEMENT

In the event a candidate from an initial or advanced program in TLEL fails to demonstrate the Professional Dispositions this form will be completed and shared with the candidate’s advisor. The *Plan for Improvement* format can be used during a conference between the course instructor and the candidate or by a cooperating teacher and university supervisor during a field experience or the internship. Completing a *Plan for Improvement* does not necessarily indicate unsatisfactory progress overall – it states the concern and provides a prescribed plan for progress.

Candidate Name: ____________________________

Professional Disposition of Concern (check all that apply):

<table>
<thead>
<tr>
<th>TLEL candidates are expected to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. … demonstrate knowledge and commitment to learning and diversity.</td>
</tr>
<tr>
<td>2. … build rapport and serve as a strong role model to peers, colleagues, and learners.</td>
</tr>
<tr>
<td>3. … display strong communication skills in all settings.</td>
</tr>
<tr>
<td>4. … demonstrate professional competence and conduct.</td>
</tr>
</tbody>
</table>

Please provide a short, detailed description of the event/behavior/etc. that led you to identify this as a concern.

Please provide a short, detailed description of the event/behavior/etc. that led you to identify this as a concern.

Plan of Action for Improvement (be specific):

| Resources needed (people and materials): |

| Date to be accomplished: ____________________________ |

| Signatures |
| Candidate: ____________________________ Date: ____________________________ |

Instructor/Supervisor/Advisor:

| (print) (signature) |
| (print) (signature) |
| (print) (signature) |

Please use the back of this page for any additional information.

☐ Candidate copy  ☐ Program Advisor copy  ☐ Candidate Record copy (TLEL office)  ☐ Other