

PROFESSIONAL EDUCATION UNIT

GROUNDING IN SOCIAL CONSTRUCTIVISM
KNOWLEDGE AND SKILLS • DISPOSITIONS • IMPACT ON P-12 LEARNING

Dispositions Policy Guidelines for Departments, Candidates, Faculty, and Staff

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Professional dispositions are the professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as education professionals interact with students, families, colleagues and communities. These positive behaviors support student learning and development and are one of the core constructs of the education programs at the College at Brockport. Candidate dispositions are assessed throughout the program by candidate (self- assessment), faculty, site supervisors and School-Based Teacher Educators (SBTEs) at designated program checkpoints. In addition, candidates can be reported for instances of unprofessional behavior both on and off campus by a Professional Education Unit (PEU) faculty or staff member, site supervisor, SBTE, or college supervisor. Any instance of professionally unacceptable behavior (transgression) by a candidate enrolled in a (PEU) education program will be reported to the Chairperson or designee of that department for review by a departmental committee. This can include a specific incident of unprofessional behavior or an unacceptable disposition assessment by a faculty member, site supervisor, college supervisor or SBTE. While the following guidelines serve to assist departments in implementing the disposition policy, departments may exercise a degree of professional and individual discretion. It is advisable for departments to intervene early and proactively regarding negative candidate behavior, addressing such issues before citing a Dispositional Transgression.

1. Definitions of Professional Dispositions

Positive Outlook	<ul style="list-style-type: none"> • Demonstrates genuine enthusiasm and optimism • Fosters a positive climate for learning • Acts on the premise that all children can learn • Provides positive, authentic feedback • Focuses on possibilities rather than obstacles • Responds to challenges • Treats all forms of diversity as learning opportunities
Integrity	<ul style="list-style-type: none"> • Fosters trust among students, colleagues, school-based teacher educators (SBTEs), and professors • Demonstrates sound moral character, honesty, fairness, and sincerity, adhering to relevant code of ethics • Commits to and models academic honesty • Applies knowledge of how diverse backgrounds affect interactions with others • Acts on the value of inclusiveness
Respect	<ul style="list-style-type: none"> • Adheres to program and school expectations • Commits to understanding diverse cultures and communities • Collaborates with school staff and faculty, professors, colleagues, students, and parents • Respectfully self-advocates and engages in self-care • Shows compassion and empathy for others
Self-Awareness	<ul style="list-style-type: none"> • Interacts and works well with people who have characteristics different from self • Exhibits an awareness of how their communication affects others by using objective and inclusive language that creates a shared understanding • Recognizes their own strengths and gaps in knowledge, skills, and experiences • Makes an effort to understand multiple perspectives or opposing viewpoints
Dedication	<ul style="list-style-type: none"> • Engages in ongoing learning • Consistently solves problems by drawing on their internal knowledge and external resources • Independently develops, adopts, and uses a wide range of professional resources • Persists with tasks through completion at a high level of competency • Commits to increasing understanding of their frame of reference (e.g. culture, gender, language, abilities, and ways of knowing)

Professionalism	<ul style="list-style-type: none"> • Adheres to College and host school expectations and policies regarding punctuality, attendance, dress, and proper use of electronic devices • Engages in positive and respectful interactions with students, colleagues, SBTEs, and families • Demonstrates a high level of reliability • Exemplifies the characteristics of a good colleague
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2. Levels of Transgressions

Level 1 – ordinarily a first-time or less serious dispositional transgression

Level 2 – ordinarily a second-time or more serious dispositional transgression

Level 3 – ordinarily a third-time or very serious dispositional transgression resulting in program dismissal

3. Roles and Responsibilities

a. The Person Alleging the Dispositional Transgression

(PEU faculty or staff member, site supervisor, SBTE, or College Supervisor)

1. Investigates any personally observed, discovered, or reported instance of dispositional transgression.
2. Meets with the Department Chairperson (or designee) to discuss the circumstances and seek information for filing charges.
3. Meets with the candidate to discuss the transgression, explain that a disposition transgression report may be filed with the department, shares the disposition policy as well as these Disposition Policy Guidelines.
4. If a decision is made to file a disposition transgression report, the person alleging the dispositional transgression completes and sends the Dispositions Transgression Report Form to the Department Chairperson (or designee) within five (5) business days*. The Dispositions Transgression Report Form **should not include** a suggested dispositions transgression level as noted above. The departmental committee will make that determination at the end of the process. (See Appendix for Dispositions Transgression Report Form and Sample.)
5. Meets with the departmental committee to explore the rationale and background for the evaluation or report.

a. The Candidate

1. Meets with the person alleging the dispositional transgression.
2. Responds to the communiqué from the Department Chairperson or designee in writing within five (5) business days. This written response can be in the form of a letter or e-mail sent to the Department Chairperson or designee.
3. Meets with departmental committee, answers their questions, and provides any pertinent information related to the alleged transgression.
4. If a Level 1 or 2 dispositional transgression is determined by the committee, the candidate must follow the remediation plan, and follow up with the Department Chairperson or designee during the remediation plan.
5. Candidate appeals for dispositional transgression decisions may be made if, and only if, the candidate believes there are discrepancies in facts, findings, sanction level or due process. Not agreeing with the committee's decision for other reasons is not grounds for an appeal. If filing an appeal for a Level 1 or 2 dispositional transgression, the candidate must do so in writing to the Department Chairperson (or designee) within five (5) business days. If a candidate appeal is upheld by the Department Chairperson or designee, the candidate continues to take course work and engage in program field experiences including student teaching. If a candidate appeal is denied by the Department Chairperson or designee, the candidate must follow the remediation plan as set forth by the department committee, following up with the Department Chairperson or designee. If the remediation plan is not followed, the Department Chairperson or designee imposes the consequences of the remediation plan. If the candidate believes there are discrepancies in facts, findings or due process regarding the completion of the remediation plan, the candidate may appeal in writing to the Director of the PEU. For Level 3 dispositional transgression, the candidate must submit the appeal in writing within five (5) business days to the Director of the PEU.

b. Department Chairperson or Designee

1. Meets with the person(s) alleging the dispositional transgression to discuss the circumstances and assist the person with filing charges.
2. Within five (5) business days after receiving the written disposition report or assessment notifies the candidate in writing.* (See sample communiqué in the Appendix.)
3. Refers the Dispositions Transgression Report to a departmental committee and appoints a committee chair.
4. Imposes consequences if Level 1 or 2 remediation plan set forth by appointed committee is not successfully completed.
5. Makes final decision on Level 1 or 2 candidate dispositional transgression appeals.

6. Ensures that all disposition transgression records are maintained within the department and sent to the Director of the PEU.

c. Departmental Dispositions Committee

1. Reviews the Dispositions Transgression Report.
2. The committee chair notifies the candidate of the date, time, and location of a meeting to review and discuss the alleged dispositional transgression.
3. Meets with the person(s) alleging the dispositional transgression and further explores the circumstances of the charge.
4. Meets with the candidate, reviews the Dispositions Transgression Report, and asks questions to determine a full understanding of the alleged transgression. The Unit's policy on dispositions shall be reviewed at this meeting.
5. Determines the final status of the dispositional transgression charge including the level of the transgression, remediation plan, consequences if the remediation plan is not followed, and communication plan for disseminating pertinent information, regarding the dispositional transgression, to other College faculty and staff, site supervisors, and SBTEs. Findings may include:
6. That the candidate's behavior was not professionally unacceptable. In this case, the candidate remains in the program and the process concludes.
7. That the candidate's behavior was professionally unacceptable. In this case, the committee must consider the severity of the transgression and the candidate's previous history of professionally unacceptable behavior (if any) in determining a course of action. The committee may prescribe some type of remedial activity (e.g., counseling, additional coursework, additional field work, a volunteer experience, etc.) designed to improve the candidate's professional disposition(s). It is possible the prescribed activity may cause delays in the candidate's normal progress through the program.
8. Within five (5) business days of meeting with the candidate, notifies the candidate, Department Chairperson and person alleging the transgression of the committee's findings and decision.*

d. Director of the PEU

1. Appoints a Dispositions Review Committee, comprised of no more than five members for all Level 3 transgressions. One of the members shall be appointed as Chair. Another non-voting member shall be appointed from the department committee, to serve as a resource regarding the dispositional transgression history.
2. Contacts the Director of Residential Life/Learning Communities and the Student Conduct Coordinator to determine if there are other conduct violations. This information can be used only to determine the level of the transgression once all meetings and investigations have occurred. Prior conduct violations cannot be shared with the appointed committee so as not to influence their decision.
3. Makes the final decision regarding a Level 3 transgression and the candidate's

program status and notifies the candidate and Department Chairperson or designee in writing within five (5) business days of the date of Dispositions Review Committee findings*.

4. Maintains a file of all departmental and Level 3 dispositional transgression reports.

e. Level 3 Dispositions Review Committee

1. Examines facts, findings, sanction level or due process for Level 3 transgressions. This includes meeting with the department committee representative(s) and the candidate.
2. Deliberates on the findings and notifies the Director of the PEU of their recommendation in writing within five (5) business days of the meeting with the candidate.*
3. Maintains a tape-recorded record of all Level 3 transgression hearings; no stenographic transcript shall be required.

4. Candidate Rights

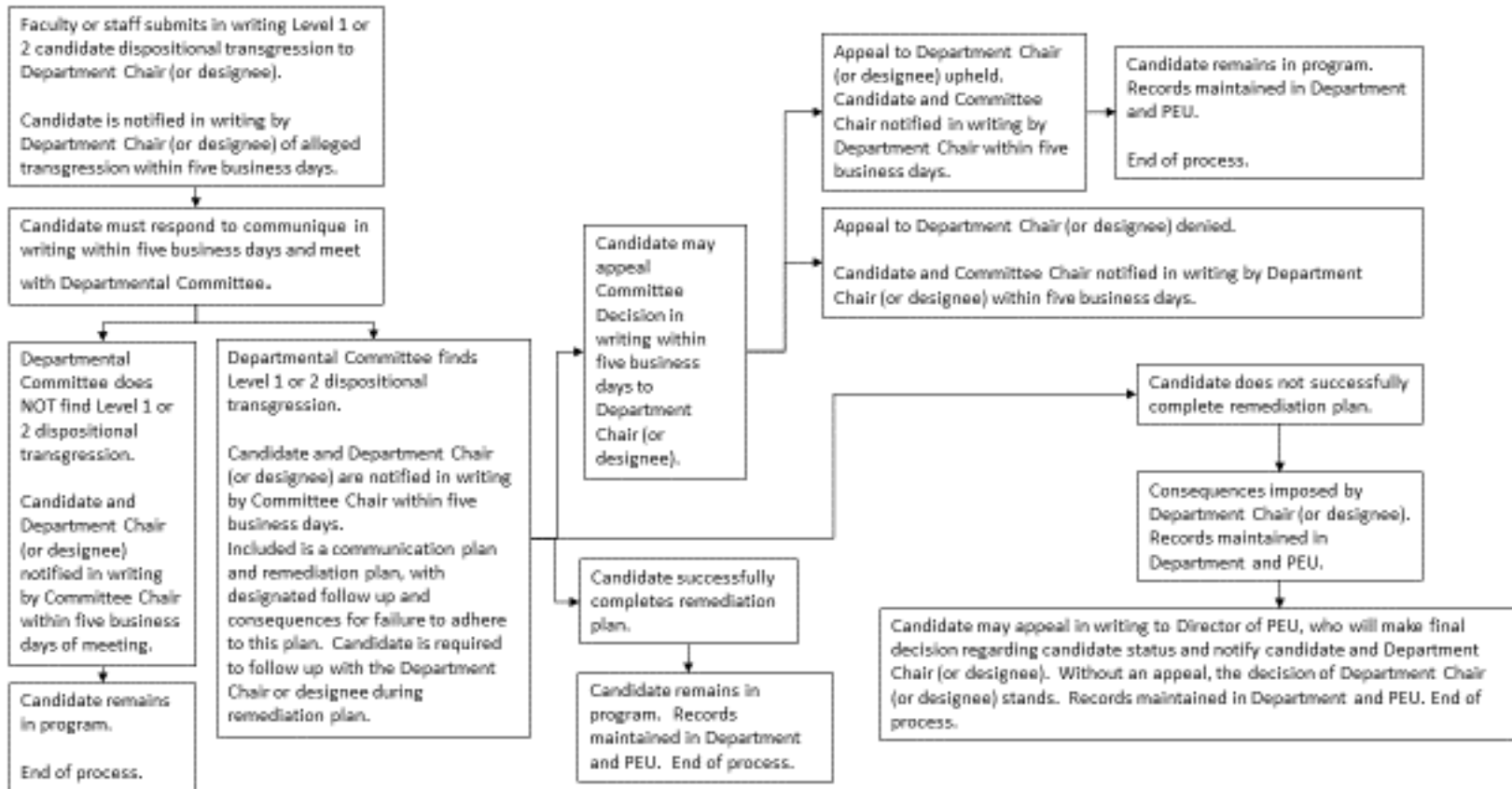
The candidate has the following due process rights relative to an investigation of a dispositional transgression charge:

1. The candidate may bring witnesses and/or an advocate to the Dispositions Review Committee meeting for Level 3 appeals. Only members of the College community may serve as advocates. Advocates and witnesses will be asked by committee members to offer responses to committee questions, if any are raised. Advocates and witnesses will not make statements about the candidate without the direction and request of the committee.
2. The candidate can continue to participate in any campus-based classes in which he/she is enrolled during the committee's review. If the committee determines that the dispositional transgression is a Level 3, the candidate must immediately stop attending all classes and field experiences as recommended by the committee. The candidate has the right to ask for special permission to continue to attend classes and complete course related assignments if he/she plans to appeal the committee's decision. The Director of the PEU will consult with the Department Chairperson regarding the candidate's request. If the finding of a Level 3 is overturned following an appeal, the candidate will not be penalized for his/her time out of class.
3. A candidate who is dismissed from a PEU education program due to a dispositional transgression may pursue completion of another academic program on campus, assuming no other College policies have been violated. A candidate who has been dismissed from a PEU teacher education program, Counselor Education program, or School Building and District Leader program is no longer eligible to apply (or be readmitted) to any other PEU education program. In such instances, the dismissed student is encouraged to meet with his/her advisor to determine a plan. The student is similarly encouraged to apprise any other pertinent campus office, such as Financial Aid, of changes to his/her status.

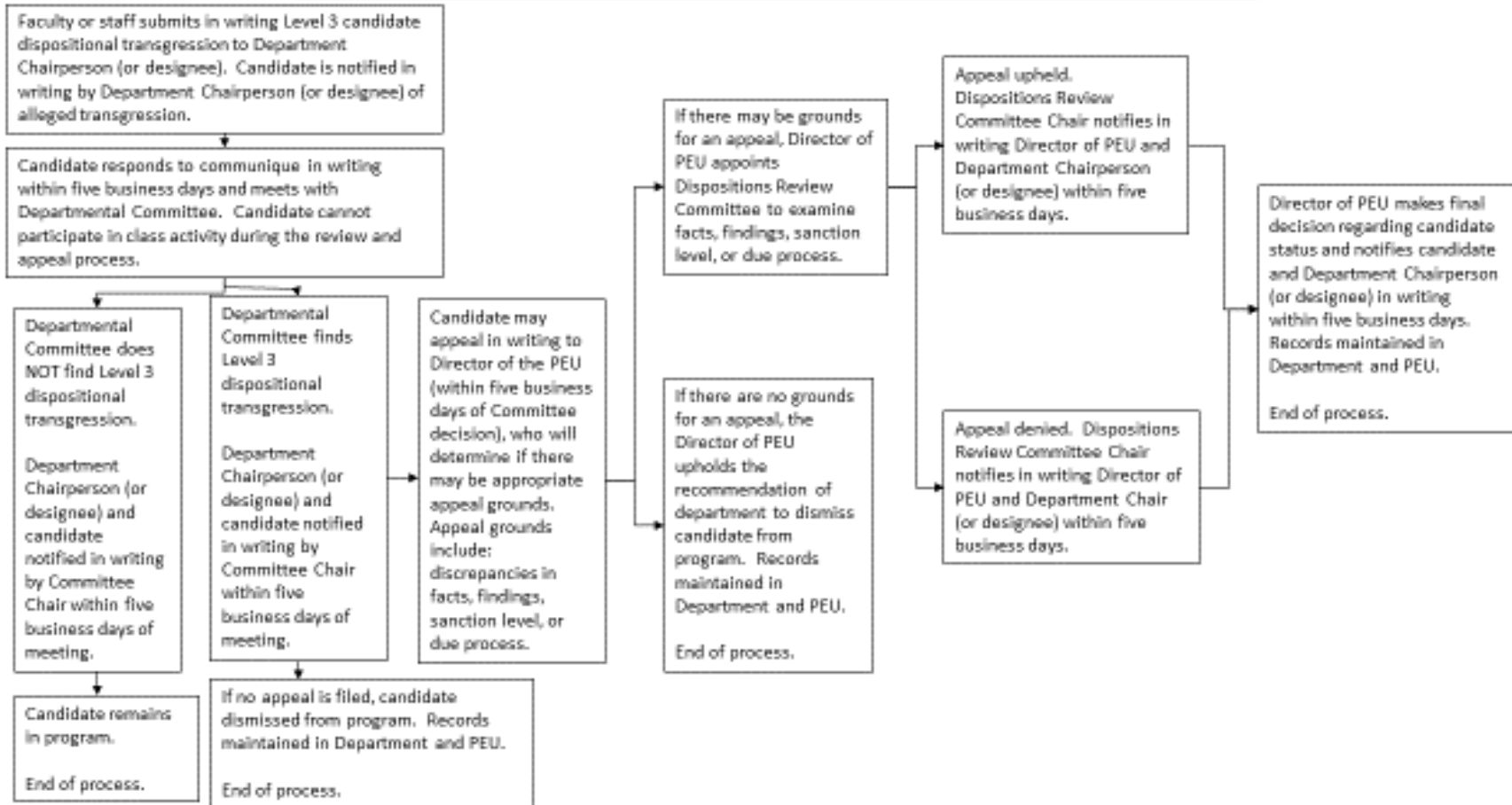
*Note: All communiqués noted by an asterisk should be sent by both receipted email and certified postal mail (return receipt requested).

Appendices

LEVEL 1 AND LEVEL 2 PROFESSIONAL DISPOSITIONAL TRANSGRESSION FLOWCHART



LEVEL 3 PROFESSIONAL DISPOSITIONAL TRANSGRESSION FLOWCHART



TIME SCHEDULE FOR DISPOSITION POLICY PROCEDURES

Date investigation completed:

Candidate notified of charge within five (5) business days of above date. Communiqué is sent to candidate by email and postal mail, return receipt requested.

Candidate responds to the Department Chairperson (or designee) in writing within five (5) business days of the date of the written charge.

Departmental committee findings are sent to the candidate within five (5) business days of committee meeting with the candidate.

For Disposition Transgression Appeals: A committee hearing a disposition transgression appeal responds in writing to the Director of the PEU within five (5) business days of the candidate meeting. The Director of the PEU makes the final decision and responds in writing to the candidate, Department Chair or designee and Committee Chair within five business days of date of the PEU Dispositions Review report.

DISPOSITIONS TRANSGRESSION REPORT FORM

Directions: Please complete the information requested and submit to the Department Chairperson or his/her designee within five (5) business days of meeting with the candidate. Include any documentation such as emails between you and the candidate, copies of assessments, time logs, reports from SBTEs or school personnel etc. Maintain a copy of this report for your records.

Teacher Candidate:

Banner ID:

Program:

Department:

Date:

Name(s) and Title(s) of Faculty/Staff Submitting this Report:

A. Statement of Offense. The following disposition(s) has/have been violated:

<input type="checkbox"/>	Positive Outlook
<input type="checkbox"/>	Respect
<input type="checkbox"/>	Intellectual Integrity

<input type="checkbox"/>	Dedication
<input type="checkbox"/>	Self-Awareness
<input type="checkbox"/>	Professionalism

A. Describe in detail the circumstances and the candidate’s behavior that have resulted in the submission of this report.

B. What steps have you taken (if any) to remediate and improve candidate’s behavior?

SAMPLE DISPOSITIONS TRANSGRESSION REPORT

Directions: Please complete the information requested and submit to the Department Chairperson or his/her designee within five (5) business days of meeting with the candidate.

Include any documentation such as emails between you and the candidate, copies of assessments, time logs, reports from SBTEs or school personnel etc. Maintain a copy of this report for your records.

Teacher Candidate: Ms. Candy Date

Banner ID: 800123456

Program: Adolescence Inclusive Generalist Social Studies

Department: Education and Human Development

Date: April 20, 2012

Name(s) and Title(s) of Faculty/Staff Submitting this Report:

Mrs. DFE, Director of Field Experience and Certification

A. Describe in detail the circumstances and the candidate's behavior that have resulted in the submission of this report.

On April 12, 2012, I received an email and phone call from Mr. John Smith, a teacher at XYZ Middle School. Mr. Smith reported several incidents that occurred during the semester-long 50- hour field experience with teacher candidate, Ms. Candy Date. One incident involved a student in his high school social studies class. The student reported to Mr. Smith that she felt as though Ms. Date was being disrespectful of her on a number of occasions, and she had shared this with her parents who in turn had called Ms. Tina Super, Assistant Principal. The disrespect was in the form of insulting her intelligence and making fun of her in individual tutoring sessions. In subsequent incidents, Ms. Date had not reported to school for her field experience and had not placed any notification to the SBTE, Mr. Smith. When Mr. Smith inquired about the absences, Ms. Date reported car problems, illness, and being too busy with other responsibilities. Mr. Smith asked that she

contact him in advance should she not be able to attend in the future. Also, during another incident Ms. Date used Mr. Smith's iPad in the middle of class without asking permission to do so. Again, Mr. Smith had a conversation with Ms. Date about not using his materials and equipment without asking. When the student's parents reported the incident of disrespect to Assistant Principal Super, Mr. Smith shared all incidents reported above with Ms. Super. Ms. Super in turn met with Ms. Date on April 12 to request that she no longer complete her field experience with Mr. Smith. Ms. Date was asked to leave school and not return to the school grounds for any additional field experiences or student teaching placements.

A copy of Mr. Smith's written report of these incidents and Ms. Date's time log are included with this report. The time log indicates that Ms. Date completed 35/50 hours of field experience.

After speaking with Mr. Smith, Mrs. DFE reported the incident to the course instructor, Dr. MET. Dr. MET mentioned that Ms. Date had been late for class on three occasions and absent twice. In addition, she had not completed two assignments and does not willingly participate in class discussions and group work. Mrs. DFE then contacted Ms. Date by phone and email to schedule a meeting to discuss the incidents. It took Ms. Date five days to respond to these multiple (5) communiqués. Dr. MET and Mrs. DFE met with Ms. Date on April 30. Ms. Date arrived on time and appeared annoyed with having to attend the meeting. Mrs. DFE explained the report she received from Mr. Smith and asked Ms. Date to respond to the concerns cited by Mr. Smith. Dr. MET also shared the data from Ms. Date's class responsibilities. Ms. Date offered little explanation or information about the incidents at the school or in class. She began offering numerous complaints about the placement, the students in Mr. Smith's classes, Mr. Smith's teaching abilities and selfish behavior regarding his unwillingness to share his iPad with her. Mrs. DFE discussed the Dispositions Policy with Ms. Date and explained that these behaviors were in violation of the policy specifically citing the dispositions of dedication, respect, and self awareness. She further indicated that based on this report, Ms. Date would not be placed in another field experience until the dispositions transgression report was reviewed by a departmental committee. She could continue in the Middle School Inclusive Social Studies course, but needed to work hard to resolve the issues in the course, and would not receive a final grade until she completed all 50 hours of field experience, if the committee supported that she repeat the experience. After this 45-minute conversation, Mrs. DFE indicated that she would be submitting a disposition transgression report. Ms. Date offered a disrespectful comment to Mrs. DFE and abruptly left the room indicating that her father would be in contact with his lawyer to follow up. As of this date, there has been no communication from Ms. Date's father or an attorney. Ms. Date was given the Professional Education Unit website so she could access the PEU Dispositions Policy. The transgression process also was shared.

I request that the Department of Education and Human Development consider fully the behavior exhibited by Ms. Date both in the school and during the meeting, and

her suitability for pursuing the Adolescence Inclusive Generalist Social Studies Program. I am willing to answer questions and clarify information. Thank you for your consideration.

B. What steps have you taken (if any) to remediate and improve candidate's behavior?

Individual meeting with Ms. Date on April 20, 2012 as noted above.



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Department of Education and Human Development

SAMPLE LETTER TO CANDIDATE FROM DEPARTMENT CHAIR

April 22, 2012

Ms. Candy Date 123
School Lane
Rochester, New York 14624

Dear Ms. Date:

I am writing to inform you that I am in receipt of a Dispositions Transgressions Report on you filed by Mrs. DFE, Director of Field Experience and Certification. In the report, Mrs. DFE details the incidents reported to her from your field experience School-based Teacher Educator, Mr. Smith at XYZ Middle School in addition to your meeting with Mrs. DFE, and Dr. MET, your methods course instructor on April 20. The school incidents involved disrespecting a student, unreported absences, and using your SBTE's iPad without permission. Your behavior in meeting with Mrs. DFE and Dr. MET again involved periods of disrespect. This report raises serious concerns related to your professionalism and commitment to the profession.

The Department of Education and Human Development follows the Professional Education Unit's Policy on the Assessment of Professional Dispositions for Teacher Education Candidates. I encourage you to review the policy carefully to fully understand the severity of this situation. As the policy indicates, a teacher candidate who receives a Dispositions Transgressions Report must meet with the Department's Dispositions Committee within two weeks of receiving a letter from the Department Chairperson. During that meeting, the teacher candidate will have the opportunity to respond to the report and to explain his/her performance. After the meeting, the Committee will make a recommendation to the Department Chairperson regarding the level of the candidate's transgression.

Please contact Dr. CHR, Chair of the Dispositions Committee at 585.395.9876 or dchr@brockport.edu to schedule a meeting with the Dispositions Committee. The meeting will need to take place no later than Friday, May 4, 2012. Should you have any questions, please contact me at 585.395.6789 or ehdchair@brockport.edu.

Sincerely,
Dr. *ZZZ*
Department Chair

XC Mrs. DFE, Director of Partnership Development and Field Experience
Dr. MET, Assistant Professor
Dr. CHR, Dispositions Review Committee Chair
Dr. GHI, Associate Department Chair



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK
Department of Education and Human Development

**SAMPLE LETTER TO CANDIDATE FROM THE DEPARTMENT
DISPOSITIONS COMMITTEE**

May 15, 2012

Ms. Candy Date
123 School Lane
Rochester, New York 14624

Dear Ms. Date:

On May 10, 2011, the Dispositions Review Committee of the Department of Education and Human Development reviewed the Dispositions Transgression Report that was filed against you by Mrs. DFE. (Include copy of the Dispositions Transgression Report). While the committee was expecting you to attend the meeting, you did not do so. Furthermore, there was no message indicating your reason for the absence. As you may recall, this meeting was established based on your stated availability in the attached e-mail. (Include copy of e-mail.) Your attendance at the meeting would have provided you an opportunity to respond in person to the Dispositions Transgression Report.

After reviewing the Dispositions Transgression Report and meeting with Mrs. DFE and Dr. MET, the Dispositions Review Committee has recommended that you be dismissed from the Adolescence Inclusive Generalist Social Studies Program. This recommendation has been sent to the Department Chair of Education and Human Development for a final decision.

Should you have any questions, you are welcome to contact me. Best wishes in your future endeavors.

Sincerely,

Dr. C. Chair

Dr. Committee Chair, Assistant Professor Chair, Dispositions Review Committee

XC Dr. ZZZ, Department Chair
Dr. GHI, Associate Chair
Committee Members

**SAMPLE LETTER TO PEU DIRECTOR FROM LEVEL 3
DISPOSITIONS REVIEW COMMITTEE**

April 30, 2012

Dr. PEU
Director, Professional Education Unit (PEU)
The College at Brockport, SUNY
Brockport, New York 14420

Dear Dr. PEU:

The Dispositions Review Committee met on April 25 to review the dispositions transgression report submitted by Mrs. DFE on April 20, 2012 regarding Ms. Candy Date's termination from the Adolescence Inclusive Generalist Social Studies Program.

On April 28, the committee listened to Ms. Date's statements and explanation of the occurrence cited in the report as well as statements from his advocate, Dr. William Ball, and Associate Department Chair, Dr. GHI. Each committee member carefully reviewed the dispositions transgression report and accompanying documentation. After significant deliberation, the committee is recommending Ms. Date's termination from the Inclusive Generalist Social Studies Program.

Should you have any questions or need clarification, you are welcome to contact me.

Sincerely,

DFE

DFE
Director of Partnership Development and Field Experience for the Dispositions
Review Committee

XC Dispositions Review Committee Members
Dr. ZZZ, Department Chair,
Dr. GHI, Associate Chair
Dr. YYY, Associate Faculty

**SAMPLE LETTER TO CANDIDATE FROM THE PEU ASSOCIATE DEAN
REGARDING LEVEL 3 DISPOSITIONS TRANSGRESSION**

May 2, 2012

Ms. Candy Date 123
School Road
Rochester, New York 45678

Dear Ms. Date:

On April 30, 2012, the Dispositions Review Committee of the Professional Education Unit, chaired by Dr. XXX, reviewed the Level 3 academic dishonesty disposition transgression brought against you by Dr. YYY, Associate Faculty, Department of Education and Human Development. During the April 13 meeting, you were given the opportunity to respond to the transgression report and explain your behavior. After careful review, the committee determined that a Level 3 transgression did in fact occur, and upheld the decision of the Education and Human Development Department to dismiss you from the Adolescence Inclusive Generalist Social Studies Program.

The purpose of this letter is to inform you that you have officially been dismissed from the Adolescence Inclusive Generalist Social Studies Program of the Education and Human Development Department and will not be able to pursue a teaching credential. This dismissal applies to all teacher certification programs in the Professional Education Unit at The College at Brockport.

Sincerely,

Dr. PEU

Dr. PEU
Director, Professional Education Unit

cc Department Chair
Associate Chair
Disposition Review Committee Chair
Faculty/Staff Advisors as Appropriate
Certification Office