

State University of New York at Fredonia  
Professional Education Unit

**Candidates Dispositions**

**I. Introduction**

Candidates in professional education are expected to demonstrate a set of values and attitudes consistent with the highest professional standards. These values and attitudes must be demonstrated in concrete ways in their interactions with members of the faculty, school personnel, and most particularly with students.

**II. Expectations**

Candidates are expected to demonstrate the following dispositions:

- ❑ A willingness to reshape instruction according to an accurate assessment of student learning outcomes;
- ❑ Willingness to seek a match between students' needs and teachers' objectives, methods, and materials for instruction that places students' needs at the center of the curriculum;
- ❑ A conviction that teachers help students grown by encouraging creativity;
- ❑ Sensitivity to the impact that events and developments in the world outside the school have on teachers, their colleagues, their students, and the curriculum;
- ❑ Evident enthusiasm for teaching, learning, and their subject matter;
- ❑ A belief in the learning potential of all students;
- ❑ An acceptance of supervision and constructive criticism;
- ❑ The desire to improve one's own teaching, and an active interest in seeking a constructive criticism toward that end;
- ❑ An enjoyment of working with young people
- ❑ Continuing commitment to professional development;
- ❑ Maturity and dependability;
- ❑ Respect for the confidentiality of students' information;
- ❑ Pride in teaching;
- ❑ A commitment to the concept of a community of learners and interaction with instructors as a member of such a community;
- ❑ Recognition of his or her personal strengths and weaknesses and the desire to improve his or her preparation to teach;
- ❑ A propensity to handle problems calmly and effectively;
- ❑ The recognition of the importance of, and a desire to participate in, state and national associations, workshops, and activities; and
- ❑ Personal integrity.

Instructors are encouraged to provide documentation on candidates who display exceptional positive or negative disposition. These data shall become part of a candidate's permanent record.

### **III. Behaviors warranting remediation, probation, or dismissal:**

**Examples of inappropriate behaviors warranting remediation, probation, or dismissal include, but are not limited to, those described herein:**

#### **While on campus**

- ❑ A pattern of, or a severe instance of, unprofessional behavior including tardiness, and absence without notification, and/or consistently late submission of assignments without giving reasons
- ❑ A pattern of, or severe instance of, non-cooperation with faculty, staff, and/or college students and cooperative groups, discussions and/or similar activities on campus
- ❑ A pattern, or a severe instance of, negative and/or disrespectful comments/attitudes directed at faculty, staff, and/or college students
- ❑ Specific incidents of physical and/or verbal intimidation or discrimination towards faculty, staff, and/or college students including harassment as defined in official Fredonia policy
- ❑ Specific incidents of assault/sexual assault as defined in official Fredonia College Policy.

#### **While in off-campus school or school-related settings**

- ❑ A pattern of, or specific severe incidents of, unprofessional behavior including tardiness, absences without notification, and/or consistently late submission of assignments without satisfactory explanation or excuse;
- ❑ A pattern of, or specific severe incidents of, inappropriate verbal communications with children, faculty, teachers and staff in schools
- ❑ A pattern of, or specific severe incidents of, negative and/or disrespectful comments/attitudes toward children, faculty, teachers and staff in schools
- ❑ A pattern of non-cooperation with faculty, staff, teachers, and/or college students and cooperative groups, discussions, and/or similar activities
- ❑ Specific incidents of physical and/or verbal intimidation or discrimination toward faculty, teachers, staff, and/or children (includes harassment as defined in official SUNY Fredonia policy)

- Specific incidents of assault/sexual assault as defined in official SUNY Fredonia policy

#### **IV. Procedures**

##### **A. Stage One: Departmental Level**

1. An instructor who observes or becomes aware of inappropriate candidate behavior(s) will document information and materials related to the offense using the Candidate Intervention form.
2. In most cases the instructor will meet with the candidate and present a copy of the Candidate Intervention form to the candidate. Instructor-Candidate initiated remediation actions must be documented. These may include contracts signed by the candidate that describe expected behaviors/changes and/or course-related sanctions that will be imposed should the inappropriate behaviors continue. Instructors are encouraged to consult with chairpersons/directors regarding contracts and/or sanctions. In some cases the instructor may wish to hold a joint meeting with the appropriate chairperson/director or her/his designee and the candidate.
3. For all cases in which the instructor determines that the candidate has acted inappropriately, the instructor must submit copies of the Candidate Intervention form and all Remediation documentation to the appropriate Chairperson or Director as well as the Director of the School of Education. The School of Education will act as the official clearinghouse for Candidate Intervention so that patterns of behavior across Departments/Schools can be tracked.

##### **B. Stage Two: Appeal**

1. Within fourteen (14) calendar days after the Candidate Intervention form has been filed, the candidate may write a letter of denial/appeal to the appropriate chairperson/director requesting a review of the incident and sanctions. The appropriate chairperson/director will review all documentation, meet with the initiating instructor, and, if necessary, meet with the candidate. The chairperson/director may overturn the decision, uphold the

decision or modify the decision by adding/removing sanctions. The chairperson/director will formally notify the candidate in writing regarding his/her decision. This documentation will be copied to the initiating instructor and forwarded to Office of Field Experiences. The candidate may appeal the decision to the Professional Education Council Board.

2. After the same fourteen (14) days, if the candidate has not appealed, the department/School will act upon the assumption that the candidate has accepted the decisions and any sanctions therein.
3. In extreme cases where the candidate's behavior warrants sanctions beyond the purview of the instructor/department/School (probation, dismissal from program, etc.), the chairperson/director will compile all documentation and forward the materials for review by the Professional Education Council Review Board.
4. The files of candidates with more than one Candidate Intervention form must be forwarded to the Professional Education Council Review Board for review and possible additional sanctions.

**C. Stage Three: Professional Education Council Review Board**

1. Four members of the Professional Education Council will be appointed by the Director of the School of Education to serve on the Professional Education Council Review Board, each for a term a one academic year. The Director will designate one member of the board as the Chair. The Chair will convene the board when its services are necessary.
2. The board will review the files of candidates who have more than one Candidate Intervention form on file. The board may gather additional data and may impose additional sanctions. If additional sanctions are imposed, the Chair will notify the candidate in writing and copy the correspondence to the appropriate chair/director as well as the Office of Field Experiences.
3. When a candidate appeals a decision to the Board, the Board will review all documentation, and convene a

meeting with the initiating instructor, appropriate chairperson/director and the candidate. The Board may overturn the decision, uphold the decision or modify the decision by adding/removing sanctions. The board will formally notify the candidate in writing regarding its decision. This documentation will be copied to the initiating instructor, the appropriate chairperson/director and the Office of Field Experiences.

4. Should the candidate decide to appeal the Professional Education Council Board's decision, he or she may do so in a written justification to the President of the College but only if/when the substance of the presented case has changed (i.e., additional and significant evidence is discovered).

**College of Education  
Candidate Intervention Document**

Candidates are expected to present themselves professionally and exhibit appropriate dispositions. Problems should first be addressed through discussion between the candidate and the appropriate instructor. This form is used to provide documentation of candidate attitudes, actions, tendencies, or dispositions as well as documentation of faculty interventions. Submit a copy of this form to the appropriate chair/director as well as the Office of Field Experiences.

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_  
Candidate \_\_\_\_\_ Course: \_\_\_\_\_

- \_\_\_\_\_ Candidate is regularly late or tardy
- \_\_\_\_\_ Candidate does not actively participate in course-related activities
- \_\_\_\_\_ Candidate's course work is late, missing, poor or incomplete
- \_\_\_\_\_ Candidate communicates inappropriately with peers or faculty
- \_\_\_\_\_ Candidate is unable to relate to his/her peers
- \_\_\_\_\_ Other

Details/Comments/Concerns/Interventions/Sanctions: (use back of form if needed)

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Approved by the Unit Assessment Committee 3/5/03