

**The University of Houston – Clear Lake
College of Education**

Statement on Professional Dispositions

The University of Houston – Clear Lake (UHCL) College of Education is accredited by the State Board for Educator Certification/Texas Education Agency.

The University of Houston – Clear Lake (UHCL) will recommend for degree/certification/licensure only those persons who have demonstrated the necessary strong, positive dispositions associated with becoming a professional educator in their designated field as outlined in Title 19, Part 7, Chapter 247 of the Texas Administrative Code (Texas Teacher Code of Ethics).

[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y)

The Policy on Professional Dispositions is provided to define the standard of behavior UHCL expects of its candidates. The way candidates approach their coursework, their field experiences, and their interactions with others is reflective of the way they will approach their commitments to their professional roles and professions. It is imperative that each candidate follow the Student Code of Conduct as outlined in the UHCL’s Student Rights and Responsibilities.

<https://www.uhcl.edu/policies/documents/student-affairs/student-rights-and-responsibilities.pdf>

UHCL candidates are expected to . . .

*Demonstrate professional **responsibility** by*

- Being present, punctual and prepared for professional and academic activities
- Maintaining confidentiality of private records and communications
- Being involved in professional development activities
- Committing to being a lifelong learner and reflective practitioner
- Maintaining professional competence
- Meeting professional obligations to children and adults
- Using self-reflection to improve performance

Foster collegiality by

- Responding constructively to evaluations by supervisors and others and making appropriate corrections to address legitimate concerns
- Using positive conflict resolution techniques
- Maintaining positive working relationships with fellow candidates
- Collaborating with colleagues to improve individual achievement
- Showing respect for fellow students, faculty and staff
- Actively participating in meetings and conferences
- Assisting others when necessary

Embrace diversity by

- Adapting professional practice to individual differences
- Promoting diversity as a strength in a professional setting
- Developing and implementing plans which counteract negative stereotypes and bigotry
- Providing access to varying points of view
- Using language that meets professional standards and is not demeaning or harmful to any individual or group

Demonstrate commitment to learning by

- Creating environments which enable individuals to fulfill their potential
- Advocating for all individuals we serve
- Adapting professional skills to “best practices”
- Incorporating creativity in our professional practices

Maintain professional and personal integrity by

- Adhering to the UHCL honesty code
- Maintaining ethical and legal behaviors in interactions with others
- Adhering to professional codes of ethics
- Maintaining a professional relationship with employer.

Questions for Consideration for UHCL Candidates

To support the development of the dispositions required of their chosen profession, every UHCL candidate should consider and favorably respond to the following questions:

- For each of my classes, am I on time, am I prepared and do I participate?
- Do I listen to others and ask questions when I do not understand?
- Do I consider other points of view and accept things that are not negotiable?
- Do I avoid being, and discourage others from being, a distraction in class?
- Are my assignments completed in a professional manner and submitted on time?
- Do I have emotional stamina and maintain composure under pressure?
- Do I treat everyone with respect and understanding?
- Do I behave ethically and professionally, even when others are not looking?
- Do I take the actions necessary to improve myself and my professional skills?
- Can I adapt to changing circumstances?
- Do I work well in a team environment?
- Do I have the mental, emotional and physical capabilities to create an environment in which individuals can reach their potential?
- Do I receive constructive feedback from others in a professional manner and use this information to improve myself as a professional?
- Do I provide a positive role model for my colleagues and other individual with respect to appearance and behavior?
- Do I accept responsibility for my actions?

Positive and Challenged Dispositions Explained

Admission to the UHCL College of Education is an official step taken by candidates as they get ready to enter their chosen profession. As such, the College of Education offers the articulation and examples of both positive and challenging behaviors to assure clarity regarding the demonstration of professional dispositions.

Positive Behaviors

A majority of the College of Education candidates demonstrate positive behaviors in both their personal and professional lives. While the college would like to reward all positive behaviors, extrinsic rewards can be earned by candidates who demonstrate exceptional, positive behaviors such as:

Professionalism (e.g., being a positive role model, demonstrating respect for the importance of your profession, or consistently exceeding expectations both academically and professionally)

Commitment to the Profession (e.g., willingness to devote personal time to excel professionally, active involvement in professional groups)

Interpersonal Skills (e.g., maintaining a positive attitude, working well in both an independent and group settings)

Candidates who demonstrate exceptionalism in these dispositional categories may earn rewards such as the inclusion of a letter of recommendation in their student file, public presentation of a certificate and/or pin or recognition at a reception or awards banquet.

Challenging Behaviors

Although rare, challenging behaviors result in a detrimental impact upon the profession, and, therefore, require consequences. Further description the challenging behaviors and their consequences can be read in the Student Code of Conduct. The Student Code of Conduct is outlined in UHCL’s Student Rights and Responsibilities as provided in the link <https://www.uhcl.edu/policies/documents/student-affairs/student-rights-and-responsibilities.pdf>

Note that Section 1.4 of the Student Code of Conduct articulates “participating in off-campus activities sponsored by or affiliated with the University” includes conduct occurring in field placements and internships/clinical teaching/counseling practicums since all these activities are part of UHCL courses within the College of Education.

In addition to the challenging behaviors defined in the Student Code of Conduct (Section 3), this College of Education policy adds the following which are specific to candidates seeking degree/certification/licensure:

Lack of Professionalism (e.g., dishonest/unethical behavior, persistently late or unprepared, inability to accept responsibility for actions, disrupting the workplace, inappropriate professional behavior)

Lack of Commitment to the Education/Counseling Profession (e.g., lack of professional growth and development, lack of participation with professional associations)

Lack of Interpersonal Skills (e.g., doesn’t respond well to constructive criticism, doesn’t work effectively in team situations, lack of ability to maintain composure, insubordination)

The consequences of challenging behaviors in these last three areas which are specific to candidates seeking degree/certification/licensure are left to the College of Education.

UHCL’s Student Rights and Responsibilities and Student Code of Conduct can be found at <https://www.uhcl.edu/policies/documents/student-affairs/student-rights-and-responsibilities.pdf>

The expectations checklist on the following page is used by faculty to document dispositional concerns:

University of Houston - Clear Lake

College of Education Disposition Expectations Checklist

Please provide the appropriate score for each disposition indicator using the following criteria:

0 = Unacceptable 1=Needs improvement 2 = Acceptable N/A = Not Applicable

The following are disposition indicators and examples of corresponding behaviors:

<i>Demonstrate professional responsibility by—</i>	0	1	2	N A
Being present, punctual and prepared for professional and academic activities (e.g., UHCL courses, field experiences, clinical teaching/student teaching, etc.).				
Responsibly communicating with stakeholders (e.g., faculty, staff, peers, site supervisors/field supervisors and cooperating teachers/mentors).				
Maintaining confidentiality of private records and communications.				
Being actively involved in professional development activities.				
Maintaining professional competence by maintaining composure under pressure by exhibiting self-control.				
Meeting professional expectations and obligations to all stakeholders (e.g., faculty/staff members, employer, students/clients, parents and families).				
Responding to directives from faculty and supervisors (e.g., field supervisors, campus/staff administrators and cooperating/mentor teachers) by expressing feelings/thoughts effectively and appropriately.				
Using self-reflection to improve performance.				
Committing to being a lifelong learner and reflective practitioner.				
<u>Comments</u>				
<i>Foster collegiality by—</i>	0	1	2	N A
Exhibiting a willingness to accept and respond to feedback and productively acknowledge the validity of the feedback by responding constructively to assessments/observations/evaluations by faculty/staff members, field supervisors and others and make the appropriate corrections to address legitimate concerns.				
Using positive conflict resolution techniques.				
Respecting others' points of view.				
Collaborating with individuals served and working cooperatively with colleagues.				
Maintaining positive working relationships with fellow candidates.				
Collaborating with colleagues to improve outcomes (i.e. student achievement, etc.) of those served.				
Actively participating in meetings and conferences.				

Assisting others when necessary.				
Showing respect for fellow students, faculty and staff.				
Demonstrating an awareness of own impact on others.				
Expressing feelings appropriately in conversation, emails, text messages, etc.				
Maintaining positive working relationships with fellow candidates.				
<u>Comments</u>				
<i>Demonstrate commitment to diversity by—</i>	0	1	2	N A
Showing adaptability in professional practice for individual differences.				
Demonstrating that incorporating diversity is a commitment to equity.				
Facilitating plans that counteract negative stereotypes and bigotry.				
Providing individuals with access to varying points of view.				
Using language that meets professional standards and is not demeaning or harmful to any individual or group.				
<u>Comments</u>				
<i>Demonstrate commitment to learning by—</i>	0	1	2	N A
Demonstrating an openness and willingness to learn.				
Demonstrating flexibility.				
Creating a learning environment that is safe/non-judgmental which enables individuals to fulfill their potential.				
Being an advocate for all individuals.				
Respecting individual differences.				
Adapting professional skills to “best practices.”				
Displaying creativity, curiosity, and enthusiasm for teaching, learning, and the instructional/counseling process.				
<u>Comments</u>				
<i>Maintain professional and personal integrity by—</i>	0	1	2	N A
Adhering to the UHCL honesty code.				
Maintaining ethical and legal behaviors in interactions with others.				
Adhering to the Code of Ethics and Standard Practices for relevant profession.				
Respecting COE policies and procedures.				
Demonstrating language that communicates and reflects professional decorum such as verbal, nonverbal, and body language.				
Maintaining a professional relationship with employer.				
<u>Comments</u>				

**University of Houston - Clear Lake
College of Education Disposition
Assessment Form**

Candidate Name _____ **Candidate ID** _____

Disposition assessment is very important for College of Education candidates to insure the development of collaboration skills and other professional behaviors. Concerns need to be identified early and addressed as soon as possible.

Instructions: Please provide the appropriate score for each disposition using the following criteria:

- 0 = Unacceptable
- 1 = Needs Improvement
- 2 = Acceptable
- N/A = Not Applicable

UHCL candidates are expected to:

Indicator	Rating
Demonstrate professional responsibility	
Foster collegiality	
Embrace diversity	
Demonstrate commitment to learning	
Maintain professional and personal integrity	

Description of concern(s):

Recommended course(s) of action:

This concern has been discussed with the College of Education candidate.

My signature verifies that I am aware of the document's contents and have received a copy.

Faculty/Staff Signature	Date	COE Candidate Signature	Date
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Faculty/Staff Name (please print)	Date	Candidate Name (please print)	Date
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Department Chair Signature	Date	COE Candidate Signature	Date
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Department Chair Name (please print)	Date	Candidate Name (please print)	Date
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If Applicable

Follow-up meeting date, time and place _____

Comments from follow-up meeting with Faculty/Staff/Associate Dean

Associate Dean Signature	Date	COE Candidate Signature	Date
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Associate Dean Name (please print)	Date	Candidate Name (please print)	Date
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If Applicable

Follow-up meeting date, time and place _____

Comments from follow-up meeting with Faculty/Staff/ Dean

Dean Signature	Date	COE Candidate Signature	Date
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Dean Name (please print)	Date	Candidate Name (please print)	Date
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Disposition Resolution Process

- UHCL College of Education (COE) will recommend for certification only those candidates who have demonstrated the necessary strong, positive dispositions associated with the professional educator/counselor.
- A candidate may be withdrawn from a UHCL COE program if the candidate is judged to not have the required professional dispositions, regardless of the candidate's academic record.

Every candidate must read the Statement on Professional Dispositions and follow the College of Education's (COE) Policy on Professional Dispositions. This policy can be found at <https://www.uhcl.edu/education/student-resources/> and at <https://www.uhcl.edu/education/faculty/faculty-resources>.

At the end of each COE course and at other appropriate times, the instructor(s) will assess each candidate's compliance with these standards by entering completing a disposition assessment via the student assessment system.

- Dispositions are scored as follows:
 - 0 = Unacceptable
 - 1 = Needs Improvement
 - 2 = Acceptable
 - N/A = Not Applicable (This indicates the scorer is unable to make a judgment on a descriptor.)

Receipt of one "0" (zero) on the Disposition Assessment

- If a candidate receives a "0" for any descriptor, a paper version of the COE disposition assessment form must be completed.
- The faculty/staff member completing the form will meet with the student to discuss the disposition concerns and recommend course(s) of action to be taken to correct the concern.
- The candidate signs the form and is given a copy of the form.
- If the candidate disagrees with the contents of the disposition assessment, he/she should write a statement to that effect above his/her signature and a follow-up meeting may be scheduled.
- All signed forms are sent to the Associate Dean's office to be filed in the candidate's folder.
- If the candidate refuses to meet with the faculty/staff member and/or refuses to sign the document, a note is attached to the form requesting that the Associate Dean contact the candidate. The following actions will be taken by the Associate Dean:
 - The Associate Dean will schedule a meeting with the candidate.
 - If the candidate disagrees with the contents of the disposition assessment, he/she should write a statement to that effect above his/her signature.
 - If the candidate does not attend the meeting or refuses to sign the form, an advising hold will be placed on the candidate's account.
 - This hold will be removed once the candidate meets with the Associate Dean, discusses the disposition concern(s), and the recommended course(s) of action to correct the concern(s).

Receipt of two “0” (zeros) on the Disposition Assessment

- If a candidate receives two “0” on the disposition assessment form(s), he/she will be required to meet with the Associate Dean to create a remediation plan.
- The remediation plan will consist of a list of concerns noted on the disposition assessment form(s) and accompanying recommendations to address the concerns.
- This remediation plan may include monthly meetings with the Associate Dean until such time as the concerns are resolved.
- Failure to meet with the Associate Dean and/or failure to follow the remediation plan will result in an advising hold being placed on the candidate’s account. Additionally, the Associate Dean can recommend to the Dean that the candidate be:
 - removed from the program indefinitely,
 - suspended from all programs in the College of Education, or
 - required to attend counseling to address the specific concerns noted in the disposition assessment form.
- The candidate will be notified of this recommendation in writing.
- The student may appeal the decision of the Associate Dean by submitting a written appeal to the Dean within 10 days of the receipt of the decision.
- The Dean’s decision is final.