

Distributed Teacher and Leader Education

Program Procedures for Assessing Teacher Candidate Dispositions

Professional and personal dispositions, aligned with the PEP Conceptual Framework, are integrated into all aspects of the professional preparation of candidates in courses, field experiences, and clinical practice. Candidates in the Professional Education Program become deeply familiar with national, state, and professional standards for dispositions. They study, discuss, reflect, and write at least one essay, in which they apply professional dispositions to real-world classroom scenarios they encounter in their field experiences and/or clinical practice. All candidates, regardless of discipline, study the InTASC standards (see Appendix A) and the New York State Code of Ethics for Educators (see Appendix B). Where available, programs also use discipline-specific standards for dispositions. The PEP Dispositions Essay (see Appendix C), is assigned in coursework with discipline specific variations as described in detail below.

In addition to the discipline-specific approaches described below, all teacher candidates—regardless of discipline—are assessed via the Teacher Candidate Professional Development Form (TCPDF—see Appendix D) and the Lesson Evaluation Form (LEF—see Appendix E), each of which includes several standards related to dispositions, as described immediately below.

TCPDFs require Methods I, Methods II, and Student Teaching Seminar instructors to rate the extent to which each candidate is able to complete the following:

- TCPDF #2. Use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- TCPDF #3. Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- TCPDF #9. Engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals in the learning community), and adapt practice to meet the needs of each learner.
- TCPDF #10. Seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

LEFs require Student Teaching Seminar instructors and Cooperating Teachers to observe each student teacher as he or she teaches at least two lessons (Seminar instructors observe at least 3 lessons) and rate the student teacher on the following criteria related to dispositions:

Planning, Preparation and Implementation

LEF #6 Instruction and assessment include appropriate adaptations and accommodations for ELLs and/or exceptional students.

Classroom Environments

LEF #11 Teacher candidate monitors and responds to student behavior in a manner conducive to a mutually respectful, safe and supportive learning environment.

Instruction

LEF #17 Teacher candidate demonstrates enthusiasm for subject matter and students.

LEF #22 Students are engaged in collective problem solving using collaborative learning techniques.

LEF #23 Teacher candidate effectively implements adaptations for ELLs and exceptional students.

Professional Responsibilities

LEF #26 Teacher candidate seeks input in lesson planning and preparation and incorporates feedback and suggestions from mentoring teachers.

LEF #27 Teacher candidate arrives on time, is professionally dressed, is well prepared, demonstrates necessary organizational skills, and always returns assignments in a timely fashion.

English Teacher Education Program

Students in Methods I, Methods II, and in the Student Teaching Seminar are asked to read all three sets of Professional Standards for Dispositions (the InTASC Standards, the NYS Code of Ethics for Educators, and the NCTE Attitudes of Effective English Teachers). In Methods II, students undertake an in-depth study of Dispositions, completing the assignment below, which asks students to describe an ethical dilemma from real-world classroom scenarios they have observed during their field experience, to read a professional article about ethics, and to write an essay in which they apply the dispositions standards and the article to the scenario they described.

In addition to the Dispositions Essay Assignment, teacher candidates in English are also assessed via the English Disciplinary Standards Form, which includes the National Council of Teachers of English's "Attitudes of Effective English Teachers." Candidates are assessed at three stages during the course of the program (after Methods I, after Methods II, and during the Student Teaching Seminar). While student teaching, teacher candidates are assessed by Cooperating Teachers in each placement and by the Student Teaching Seminar Instructor. All of the assessments of Dispositions are aligned to Stony Brook University's Professional Education Program's Conceptual Framework Themes and Pathways.

Directions: Select one of the scenarios below and write a 500-1000 word essay discussing the ways in which you would respond to the scenario if you were the teacher. Include specific attention to the following:

- 1) What important concepts, issues would you keep in mind as you think through the scenario?
- 2) What could you have done to avoid the problem in the first place?
- 3) How could you solve the problem as it did arise in the scenario?

This essay is due in class on _____.

Dispositions Scenarios:

- One group of [sophomore] boys in one of my classes was charming and funny, and very well-liked. They were also devoted fans of the misogynist and raunchy standup comic Andrew Dice Clay. During one of their dramatic performances, they launched a parody of Clay that included many of his trademark targets, particularly women. Even though their performance was toned down for the classroom—Clay's appeal derives from being obscene and repellant—the material was sufficiently abusive and offensive to make most of the girls in the class uncomfortable, their giggles notwithstanding. Because I did not know where their performance was headed. I did not cut it off. But at the end I made it clear that we had seen the last of Clay in my classroom and that any future performances needed to be respectful toward the feelings of their classmates. (Smagorinski 27)
- I recently observed a high school English class in which the teacher was white and most students were African American. The class was reading Steinbeck's *Of Mice and Men*. The teacher overheard students saying that they didn't like the language of the book, particularly the use of the word "nigger." The teacher asked the students to explain their concerns. One girl said that she found the language to be offensive. In response, a white boy said that they were all old enough to handle it, and if people found it offensive then they should just deal with it. The teacher followed by explaining that the author is putting those words in characters' mouths to give the readers an idea of the personalities. "This is not a politically correct environment," she said. "It is not the point of whether it should or shouldn't be used. It's not John Steinbeck

talking. He may be trying to turn a light on the way people are. This book is a classic. In *Gone with the Wind* they use house N and field N, and that's the way people talked." The teacher then asked:

Does anyone want to discuss it further? We're not trying to offend you. In my mind, the person who's put down is the person who's using it, not the person who's called it. We think worse of the person who uses the word than the person who's called it. It shows the speaker's ignorance. I know it's significant to those who have been called the word, but you're giving it too much attention. It's a good book and you shouldn't blow it out of proportion. Don't let one word affect your reading of the whole book.

The class did not discuss the issue further. (Smagorinski 27)

- Eleventh grade English is assigned an anthology of American literature for the course. Following the textbook, the teacher has the students read a piece of literature and then write a five paragraph essay about it such as would appear on the NYS Regents exam which students will have to take at the end of the year. After several months of following the textbook and writing five-paragraph essays, the students become restless and bored with the regular assignments. They ask the teacher if there is some other way of working with the literature they are reading other than just writing five paragraph themes about it. Secretly the teacher is also bored with the pattern of assignments, but she is also concerned that the student are prepared for the Regents Exam.
- An untenured eleventh grade teacher in a high needs school district is under much pressure from her principal to "teach grammar." Devoting a half hour each day to mini-lectures and exercises the teacher believes targets the most common errors made by students in her class, she notices that the class is growing increasingly bored and resistant. She promises that if the students start doing better on the quizzes and exercises, they can move on to writing stories and screenplays, which is what they were doing before they received the curricular mandate from the principal. This does nothing to motivate her students, and she knows she is losing more of them every day. Other teachers in the school also do not like the policy, but somehow they get their students to do the lessons. She doesn't know what to do or who to turn to for help.
- A tenth grade English class contains a four native Spanish-speaking students who have various English proficiencies ranging from "Emerging" through "Expanding". Though the teacher tries to be inclusive during class lectures and encourages cooperation through creating heterogeneous groups for class projects, discussions, etc., the group of ELL students tend to stick together and only speak to each other in Spanish. The teacher doesn't speak Spanish, so she allows the students to work together in hopes that they will help each other understand the language. She is unsure what the group is saying to each other during their discussions, and she has no way of knowing if the work they turn in is representative of how the students actually spent their time in class. She cannot communicate with their parents, and therefore is at a loss about how to help without being able to understand or speak Spanish.

Work Cited

Smagorinski, Peter. "Growth Through English Revisited." *English Journal*. 91.6 (2002): 23-29.

Teacher Candidate Dispositions Essay Cover Sheet English Education Program

Teacher Candidate: _____ Semester: _____

Course (check one): ___ I: EGL449 ___ II: EGL450 ___ Seminar EGL 454

Instructor: _____

What does it mean to be a professional, ethical English teacher? What kinds of issues should good English teachers think about as they go about the daily tasks of planning, conducting and evaluating lessons? How should they include others in their decisions about teaching and learning? What approaches should teachers consider as important and sometimes difficult social issues arise as a result of class discussion? These are difficult questions with no one right answer.

To address these kinds of questions, several important educational organizations have developed documents, which we will work with in the English Education program:

- The National Council of Teachers of English’s Standard 2: “Attitudes for English Language Arts”
- The New York State Education Department’s “Code of Ethics”
- The Interstate New Teacher Assessment and Support Consortium’s Dispositions from their “Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue”

Directions to Teacher Candidates: In connection with the above documents, you have written an essay that responds to scenarios from English classrooms. Please carefully examine your essay and list the numbers of the codes, dispositions, and attitudes to which your essay speaks. In this manner, you will demonstrate your awareness of and your ability to address these points. It may not be practical for every essay to speak to every code, disposition and attitude. Since you will complete three of these essays in your work in the English Education Program, please pose as a goal for yourself that you will address each of the codes, dispositions, and attitudes at least once by the time you have written all three essays. This cover sheet and your essay should be included in your Teacher Candidate Portfolio.

	NCTE “Attitudes for English Language Arts”	NYS “Code of Ethics”	INTASC “Dispositions”
Dispositions Essay Title:			

***Foreign Language Teacher Education Program:
Dispositions Assignments & Rubric***

Foreign Language Teacher Education: Methods 1

Students write 2 Dispositions essays based on scenarios. The assignment is as follows:

SCENARIOS FOR DISPOSITIONS ESSAYS: Methods 1

You are a first-year teacher in a middle-income school district on Long Island. The Foreign Language Program consists of a 2-year introduction into Checkpoints A and B in grades 7 and 8, followed by Level 2 in grade 9, and the Regents Exam (Checkpoint B) in grade 10. You have been given a 9th grade Level 1 class of 22 students that consists of (a) 6 students who have not previously studied a foreign language, (b) 4 ELLs (English Language Learners – none of whom are native speakers of the language that you are teaching), 4 Resource Room students who have IEPs, 4 At-risk students (students whose academic performance puts them in danger of dropping out of school), and 4 students who failed the Proficiency examination and need to complete the course for High School credit. None of your students has the help of a Teacher’s Aide but several have the opportunity to go to the Resource Room by reason of their IEPs.

The LOTE department splits the 15 topics between the 7th and 8th grade programs but you need to cover all of them in one year.

Here is your class:

Students who have not previously taken a LOTE	Rita Hemingway Nick Sarkozy Georgia Washington	Antonio Marcucci Lauren Lindenbaum Sydnie Smith (f)
Students who are ELLs	Greta Haus (f) Roch Carrier (m)	Davida O’Reilly (f) William Wong
Students who have Resource Room Accommodations (they are all permitted one and a half time, separate location and directions and content read aloud)	Lori White Jaime Leno (m)	Harriette Winkler Michael Angelo
Students who are At-risk	Ron Weaver Pocah Huntis (f)	Harry Whodeeny Candy Apple

Students who failed the 7/8 grade course and Proficiency exam	Sidney Shapiro Zach Taylor	Stephen Dore Xena Phobe (f)
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DISPOSITIONS ESSAY #1: STANDARDS 1 & 2

Using the InTASC Criteria for Standards 1 & 2 as a base, write an essay of 4-6 pages that includes the following information:

1. How do you propose to help the students to internalize the fact that they are capable of achieving success at high levels?
2. Create a general plan for the beginning of the school year (September-October) that addresses the needs of this diverse class. Describe what you would do to create coherency and establish a warm classroom atmosphere in which the students will be able to function. How do you envision creating a set of classroom rules? What do you foresee as some of the possible consequences?
3. Describe what you see as your activities for the first days of schools. Be specific.
4. How would you go about teaching the topic of *personal identification* so that those students who have taken the course before are not bored or disruptive? Be specific.

DISPOSITIONS ESSAY #2: STANDARD 6

Using the InTASC Criteria for Standards 6 as a base, write an essay of 2-4 pages that includes the following information:

The foreign language department is celebrating National Foreign Language Week (in March) and everyone is expected to contribute. There will be booths and displays for each class, catered food representative of the countries studied, and an evening presentation for the parents. A wealth of AV materials is available so that any media may be used or accessed. As a rule, students in the 9th grade Level 1 class do not participate but you feel that your students deserve equal representation.

Create a project or activity that your class can put together and that will demonstrate their abilities. You should keep in mind that most of the work will need to be done in class and that you need to ensure that all students participate. Explain how you decide on a project/activity, how you determine who does what, how you will motivate those students who become discouraged, how you will prepare the project/activity without “losing” valuable instructional time, and how you will assess its success.

Foreign Language Teacher Education: Methods 2

Students complete a Dispositions Chart, based on their Observation assignments, and write an essay based on one of these observations addressing Standards #3, #4 and/or #10.
Assignment below:

FLA 340 Dispositions Chart.

Review the new InTASC Standards and Dispositions at:

http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

(pages labeled 10-19)

Please indicate on the chart below the InTASC Principles and Dispositions that each of your Observation Reports Addresses.

First write the title of each observation report next to its number.

For example, if an Observation Report focused on how teachers reach out to and collaborate with parents, then you would put 10(q) and the sentence that describes 10(q) in the column for “Dispositions.” Each observation report may address more than one InTASC Disposition.

Then, choose one of your observations which addressed some aspect(s) of Standard #3, #4 and/or #10 and explain in a short essay how what you observed addressed this standard/these standards.

Observation Report	InTASC Dispositions
Model “Teacher Collaboration with Parents”	10(q) “The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.”
#1	
#2	
#3	
#4	
#5	

Foreign Language Teacher Education: Student Teaching

Dispositions assignment:

We ask you to review the 10 InTASC standards. This semester we will focus specifically on Standards #5, #7, #8, and #9.

For each of the four standards you will write a 1-2 page essay that will include:

- *A brief summary of the Standard and what you interpret it to mean*

- *An example from your student teaching experience in which you addressed this Standard*
- *An explanation of how this experience relates to this Standard*

Dispositions Assignment Rubric for FLA Methods I, Methods II, & Student Teaching:

	Highly Successful/ Exceeds Standards	Meets Standards	Approaching Standards	Requires Revisions	Requires Significant Revisions
Dispositions	Well-written, organized articulation of ideas; Clear references to Standards (5 Cs, Professional Standards, ethics, etc.) and to relevant research; Strong evidence of reflection.	Well-written, organized articulation of ideas; Some reference to Standards (5 Cs, Professional Standards, etc.); Some evidence of reflection.	Generally organized articulation of ideas; Some reference to Standards, though one may be lacking; Evidence of reflection; Some errors in orthography/grammar.	Lacking one of the following: Clear organization, Any reference to Standards; Evidence of reflection, And may contain: Some errors in orthography/grammar.	Lacking two or more of the following: Clear organization, Any reference to Standards; Evidence of reflection, And may contain: Some errors in orthography/grammar.

MATH 311/510 DISPOSITIONS ESSAY

Each of the scenarios below presents a teacher with a problem, or perhaps more than one problem. Choose *one* scenario to address in your essay. Undergraduates should write a 6-8 page paper addressing the topic. Graduate students should write an 8-12 page paper. For your essay, you should do the following:

- Write in a manner that is grammatically correct and that clearly expresses your ideas.
 - Write clear and cogent arguments based on reliably obtained facts.
 - Connect your response to the New York State Common Core Standards, the NYS Code of Ethics and the *INTASC Dispositions*.
- (1) Your integrated algebra class has about ten students who are all doing well, who seem on-track to passing the Regents exam, and who all hang out together; the class also contains about ten other students who also all hang out together, but these students are all having difficulty in the class. The parents of the first group are loud in their insistence that their children be grouped together and be given extra advanced work,
 - (2) while the parents of the second group are loud in their insistence that their children be placed in heterogeneous groups; each of the parents of the second group is saying another child in the group is a “bad influence” on the others. How do you deal with classroom instruction? How do you deal with the parents?
 - (3) You are a regular classroom teacher, teaching integrated geometry, and you are fairly proficient in Spanish. The school has placed about 6 English Language Learners in your class, whose first language is Spanish, and the school is transitioning them from a self-contained setting into mainstream classes. You agreed before the start of the semester to work with these students in your class. Recently, you have worked with this small group of students, using their native language as a medium of instruction. Also, during full-classroom instructional time, a student will sometimes ask you a question in Spanish. You generally answer the student in English, and if you do use any Spanish to help the student, you repeat your response in English. A few parents of your non-Spanish-speaking students have recently called the school to complain about the fact that Spanish is spoken by students and by their instructor during school. How do you respond to the parents and the department chair, and how do you adjust the instruction in your class, if at all.
 - (4) You are a second year teacher, teaching integrated algebra. Last year you followed the guidance of a mentor teacher, while becoming familiar with the district curriculum. Your students performed at the school average on the Regent’s exam. This year you have been implementing some of the constructivist ideas learned in your methods courses at Stony Brook. So far, your class seems to be running several sections behind the other classes at your school. Several parents have expressed to the school their concern that you may not be able to cover the entire Regent’s curriculum before the scheduled exam; they understand that you are a “new” teacher, but they have asked the administration to move their children to a different class. The school administration is asking about your work. You feel that your teaching is going well, that you are motivating more students than last year, and that your students will be successful on the Regent’s exam. How do you respond to the parents and your administration, and what adjustments do you make in your class, if any.
 - (5) Your middle school mathematics class is learning about 3-dimensional shapes and volumes, and you have some models of these shapes for your students to handle, measure, etc. There is one student in your class whose tactile senses work differently; this student is learning about these shapes etc. visually, using a special computer program. The other students are fascinated by the computerized special effects; the parents of the “special” student complain that the other students are distracting their child, and that the special equipment is for the use of their child only; the parents of the other children complain that their children are being deprived because their children do not have access to this expensive piece of equipment. How do you deal with this issue in the classroom? How do you deal with the parents?

Directed Readings (MAE 447/530)

Students will write a 10 page paper (9 pages for undergraduates) on how to improve the mathematics education of a specific special education child. Each student is required to collect 8 artifacts (7 for undergraduates) for his/her special education student, consisting of personal interview notes, observation notes, an IEP summary if possible, sample work, etc. In addition, each student will read 3 journal articles (2 articles for undergraduates) from recognized educational and/or psychological literature related to the artifacts. The final paper is due on 5/2. The identity of the special education is to remain anonymous at all times, and must be designated with a fake name. Students will give oral reports on a weekly basis of their findings.

Proficiencies	Minimally Meets Standard	Meets Standard	Exceeds Standard
Paper for Directed Readings Course	Addresses the standard but may not adequately capture the significance of the standard.	Standard is addressed where appropriate, and teacher candidate effectively implements standard.	Standard is addressed where appropriate, and teacher candidate shows a sophisticated understanding of the standard.
Organization	Essay shows improper formatting, spelling, grammar, and/or organizational errors.	Essay shows small errors in formatting, spelling, grammar, and/or organization but has clear-cut conclusion supported by evidence.	Essay shows proper formatting, spelling, grammar, and organization with clear-cut conclusion supported by evidence.
Artifacts	Student evidence collected is minimal and loosely connects to conclusions.	Student evidence is varied and firmly supports conclusions drawn.	Myriad artifacts are collected and are creatively connected to performance and strongly support outcomes.

Research and Literature	Articles are somewhat appropriate and minimally link to evidence and conclusion.	Articles are appropriate and support sound conclusions by a potential practitioner.	Articles bring to fruition guidance for a potential practitioner to make a positive impact on a secondary school student.
Knowledge of Pedagogy	Recommendations show basic knowledge required for a teacher candidate.	Recommendations are sound and supported well by course material, observations, course text, evidence, and journals.	Outstanding conclusions are drawn with recommendations that will greatly enhance the mathematics education of a student with special needs.

Math Student Teaching Seminar:

In MAE 454/554, Student Teaching Seminar, students have been teaching their own students for several weeks and have their own experiences to reflect upon. They are required to choose a scenario of their own that they have encountered while student teaching.

Include in the essay, *InTASC principles* (http://www.ccsso.org/projects/interstate_new_teacher_assessment_and_support_consortium/Projects/Standards_Development/#core) and the *NYS Code of Ethics* (<http://www.highered.nysed.gov/tcert/resteachers/codeofethics.htm>).

Submit the essay with the disposition cover sheet. Remember to write in a manner that is grammatically correct and that clearly expresses your ideas. Write clear and cogent arguments based on reliably obtained facts and connect your response to the NCTM Standards, the PEP Conceptual Framework, the NYS Code of Ethics, and the InTASC Dispositions.

MATHEMATICS DISPOSITIONS ESSAY SCORING GUIDE

	Highly Effective	Effective	Developing	Ineffective
References to Standards				
Understanding and knowledge of the Standards discussed in this essay				
Content of the essay addresses scenario and its connections to the Standards				
Candidate's overall awareness of professional dispositions				

**Stony Brook University – Professional Education Program Teacher Candidate
Dispositions Essay Cover Sheet Mathematics Student Teacher**

Teacher Candidate: _____ Semester: _____

Course: _____ Instructor: _____

What does it mean to be a professional, ethical teacher? What kinds of issues should good teachers think about as they go about the daily tasks of planning, conducting and evaluating lessons? How should they include others in their decisions about teaching and learning? What approaches should teachers consider as important and sometimes difficult social issues arise as a result of class discussion? These are difficult questions with no one right answer.

To address these kinds of questions, PEP’s Conceptual Framework and several important educational organizations have developed documents, which we will work with in the Professional Education program:

- The New York State Education Department’s “Code of Ethics for Educators”
- The Interstate New Teacher Assessment and Support Consortium’s Dispositions from their “Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue”

Dispositions Essay Title:	NYS “Code of Ethics”	InTASC “Dispositions”

Science Teacher Education Program:

Here are the Disposition assignments used in the Science Education Program. For each course the candidates write a 2-3 page essay in which they propose a way to address the selected scenario in light of the Standards and Principles listed in the InTASC Dispositions and New York State Code of Ethics documents.

Science Methods 1:

Candidates select one of four scenarios and respond to the scenario in light of the InTASC Dispositions and New York State Code of Ethics.

Science Methods 1 Scenarios:

1. You are teaching in a competitive school district where the parents are very involved with their children's education. At the end of the first marking period one of your students, Jill, has earned a grade of 89. Shortly after the report cards are mailed home Jill's father calls the school to complain. It appears that Jill is expected to go to an Ivy League college and "cannot receive a grade less than 90" without jeopardizing her chances for admission to one of these top schools. The father insists that you change the grade to a 90. If you don't, he threatens to go to the principal, or the school board if necessary.
2. A new teacher in your department has an inclusion class as one of his assignments. When the matter of class management is discussed, this teacher claims that all is under control and that there are no problems with misbehavior in the class. You are very impressed. A few days after this discussion you meet one of your former students who is now in this inclusion class. You learn that the class is not going well because this student reports that "the teacher is a pushover and the kids do whatever they want to do in the class." The next day you make it your business to walk by the classroom in question and see for yourself – the class is very unruly, the teacher is ignoring the misbehavior of the class and no teaching or learning appears to be going on.
3. A colleague is overwhelmed with the number of Regents exams that have to be graded so you offer to assist with the task. As you grade the tests you find many spelling errors; some words are spelled so poorly that you can't even determine if the student knows the correct answer. If you can make out the word you accept it; if you can't, then the student is marked wrong. For example: hydrology would be correct if spelled "hyderology," but not if it is spelled "hylidogy." You notice that your colleague is accepting even the most misspelled answers from some students but not from others. When asked about this, the response is, "I give some students the benefit of the doubt because they are immigrants and don't speak English very well."

4. A female teacher is very patient with the girls in her classes, but not so with the boys. She is constantly belittling the efforts of the boys, but praising anything that is done by a girl. When asking questions, she will call on a girl to answer far more often than she calls on a boy. When a question is asked of her by a boy she frequently answers with sarcasm, but a girl's question will be answered directly. As a result of this teacher's behavior, the girls in the class have begun to pick on some of the more socially inept boys. Boys rarely try to participate in the class, except to verbally spar with the teacher and get into fights with the girls.

Science Methods 2:

Candidates are given nine different prompts. Working in small groups they develop scenarios that illustrate the situation in light of what they have experienced or observed during their field observations. (See below for prompts.)

Science Methods 2 Dispositions Assignment:

Select one of the following topics that are described below. Write a brief scenario, approximately 100 words, to create a situation that is related to the topic. The scenarios that are submitted by members of the class will be synthesized to create a collection of prompts to be used when writing the Dispositions Essay that will be due at the end of the semester.

1. One of the teachers in your department is incompetent.
2. A situation that involves a teacher-to-teacher interaction.
3. A classroom climate issue needs to be addressed due to the presence of ELL's or special needs students in the class.
4. A situation where a student is found to be cheating on a test, quiz, or term paper.
5. Parent interference with student performance or teacher performance.
6. Teacher exhibits favor for some students at the expense of others.
7. Teacher's behavior/dress is suggestive towards students of the opposite sex.
8. One of your colleagues hoards equipment and materials.
9. An administrator places pressure on a teacher to do something that the teacher thinks is inappropriate (related to working conditions).

10. There are tensions in the school generated by diversity in the student population.

Science Student Teaching Seminar:

With copies of the New York State Code of Ethics and the InTASC Dispositions in front of them, candidates work in small groups to write scenarios based on their own experiences that relate to ethical behavior and/or professional dispositions. (See below for sample situations that were developed by a recent class.) The scenarios are posted on the class Blackboard and each candidate selects one of the scenarios to discuss in a 2 - 3 page essay. The assignment is to explain how the Code of Ethics and the InTASC Dispositions give guidance so that a prudent teacher can resolve the described situation.

Sample Scenarios written by the Science Student Teachers: (NOTE: these vary each semester)

1. You are a new teacher and go to the faculty room on your free period to grade papers. Two teachers are sitting at the next table and talking about an incident they observed regarding two of their best students. You cannot help overhearing their conversation. Apparently the teachers were standing outside their classrooms, across the hall from one another, and observed the two students exchanging money. One student handed the other a roll of twenty-dollar bills. This happened the night after the Giants won the Super Bowl. The teachers suspected some type of in-school gambling ring that they had recently heard other teachers discussing. However, the teachers who witnessed the event seem to be unwilling to report the incident because they feel it might interfere with the boys' ability to get into Ivy League colleges.

2. One of your colleagues, a senior teacher, is very set in his ways. So much so, in fact, that he has not changed his tests or assignments in many years. It is obvious to you that many students are cheating because of the availability of old tests. You suspect that in spite of his experience, the teacher is out of touch with the content, which tends to reinforce his unwillingness to update his tests. Several of your colleagues have noticed this problem but are reluctant to speak out because of the teacher's respected place in the school. You hear from another teacher about a student who aced this teacher's class last year but then failed the Regents exam. The student's parents are upset but are not willing to jeopardize their child's status in the school by coming forward with a complaint.

3. A high achieving honors student in one of your classes has just won a scholarship based on a sophisticated project that he submitted to a national science fair. One day, when leaving class, a small plastic bag drops out of his pocket. You see it on the floor so you pick it up to hand it back to him. You notice that it contains several different kinds of pills. You ask him about it and

he says that they are for his allergies, but he seems very uncomfortable while talking to you about the pills. You go to the nurse to find out what type of allergy medication he is taking. She has no record of this boy taking any medication in school. You now have a moral dilemma. Should you report the student or ignore the situation? He is somewhat of a school celebrity based on his academic accomplishments.

4. A new student enters your 7th grade general science class in January. He is a 12- year old immigrant from Central America who is a native Spanish speaker, and his spoken English is very poor. He is illiterate in both Spanish and English. He is placed in a class that has 25 students, 5 of whom are inclusion students. You feel that the child is getting absolutely nothing out of your class; he usually just sits in silence for the entire period. How do you reach this student? What can you do to enhance the likelihood that he will learn science while in your class?

Name _____ Course _____ Date _____

Checklist:

Cover Sheet	Prompt at top	ID's problematic issues	Discusses issues in essay
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	Minimally Meets the Standard	Meets Standards	Exceeds Standard
Analysis	Teacher candidate has trouble analyzing classroom situations that can negatively impact student learning.	Teacher candidate demonstrates an adequate ability to analyze classroom situations that can negatively impact student learning.	Teacher candidate demonstrates a sophisticated ability to analyze classroom situations that can negatively impact student learning.
Suggestion	Teacher candidate does	Teacher candidate identifies approaches for	Teacher candidate identifies thoughtful and viable

s for Resolving the Situation	not identify viable approaches for handling difficult school-based situations.	handling difficult school-based situations that might be viable.	approaches for handling difficult school-based situations.
Understanding of Professional Ethics	Teacher candidate demonstrates a poor understanding of what it means to be professional, ethical teacher.	Teacher candidate demonstrates an adequate understanding of what it means to be a professional, ethical teacher.	Teacher candidate demonstrates a thorough understanding of what it means to be a professional, ethical teacher.
INTASC Standards and NYS Code of Ethics	Addresses the InTASC standards and NYS Code of Ethics Principles, but may not adequately capture their significance and/or effectively implement the standards in the disposition essay.	The InTASC standards and NYS Code of Ethics Principles are addressed where appropriate and teacher candidate effectively applies these standards in the disposition essay.	The InTASC standards and NYS Code of Ethics Principles are addressed where appropriate and teacher candidate shows a sophisticated understanding of the standards in the disposition essay.
Organization	Essay shows improper formatting, spelling, grammar, and/or organizational errors.	Essay shows small errors in formatting, spelling, grammar, and /or organization	Essay shows proper formatting, spelling, grammar, and organization

Comments:

SOCIAL STUDIES EDUCATION PROGRAM
Teacher Candidate Dispositions Essay

Name: _____ Semester: _____

Course: _____ Instructor: _____

What does it mean to be a professional, ethical teacher? What kinds of issues should good teachers think about as they go about the daily tasks of planning, conducting and evaluating lessons? How should they include others in their decisions about teaching and learning? What approaches should teachers consider as important and sometimes difficult social issues arise as a result of class discussion? These are difficult questions with no one right answer.

Review the InTASC dispositions that were distributed in class. Then write a short essay (300-500 words) discussing how one of the scenarios below may reveal conflicts with these dispositions or other ethical principles. Identify the specific dispositions and/or ethical principles that play into your thinking on the topic and suggest a proper course of action. Your answer must make reference to the individual InTASC dispositions that you believe are relevant to the scenario.

1. Your global studies course has about ten reasonably bright students, who are all doing well in the class and who all hang out together. The class also contains about ten other students who also hang out together. These students, however, are all having difficulty in the course. The parents of the first group keep asking you—and your supervisor—to group their children together and give them more advanced work, while the parents of the second group are insisting that their children be placed in heterogeneous groups and not grouped together in the “dumb” group.
2. You have just been hired for your first job teaching social studies. You want to be innovative in your classroom by organizing your course around big ideas or “essential questions” and using numerous alternative assessments. Your mentor teacher, however, is concerned that the students cannot handle this and that, as a result, test scores on the Regents exam will fall. She suggests that, instead, you use the traditional teaching strategies that she has used for many years with respectable results.
3. There are rumors running around the high school that one of your female students is sexually active, promiscuous. In your room, you see comments about her penned into the surface of one of the desks, and you hear comments about her in the halls. She sits alone at lunch, and other students toss French fries at her. One day as you enter your classroom, you find

that someone has written the “[girl’s name]= slut” on the board. What do you do?

4. You’ve just been hired at a new school to teach global 9/10. To begin preparing students for the upcoming Regents exam, you create a sophisticated DBQ and grade it according to rigorous standards. Grades, however, are far below where you would like them to be, while students complain that last year they all got much higher grades for comparable work from other teachers. How do you react?

TESOL Education Program

TESOL Dispositions Essay I

The TESOL Dispositions Essay is a longitudinal assessment instrument assigned during each of the three semesters of the pedagogical courses sequence. It is used to assess the TESOL teacher candidate knowledge, understanding and application of professional dispositions.

Directions:

I. As a TESOL teacher education candidate, you need to write three Dispositions Essays. **One** in each of the three pedagogical course sequence addressing various aspects of ethical behavior that are expected from a TESOL teacher. Guidance for appropriate behaviors can be found in:

- **TESOL Pre K-12 Teacher Prep Standards**

<https://www.tesol.org/media/v33fewo0/2018-tesol-teacher-prep-standards-final.pdf>

- **The New York State Education Department’s “Code of Ethics for Educators”**

<https://www.highered.nysed.gov/tcert/pdf/codeofethics.pdf>

- ***The Interstate New Teacher Assessment and Support Consortium’s (InTASC)***

https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

II. To ensure that you have addressed: a) standards 5b and 5c in the P-12 ESL Teacher Education Standard, b) principles in the New York State Code of Ethics for Educators, and c) the dispositions in InTASC and to keep track of your work, complete the table below (see next page) indicating the course (Pedagogical Sequence I, Pedagogical Sequence II or Student Teaching Seminar) as you finish the each of your essays. At the completion of all three essays, you should find that you have addressed all of the items.

Dispositions Chart for Pedagogical Sequence 1-3 (Methods 1, Methods 2, Student Teaching)

TESOL Teacher Candidate _____ ID# _____

P-12 ESL Teacher Ed. Standards	TESOL Pedagogical Sequence Course	NYS Code of Ethics for Educators	TESOL Pedagogical Sequence Course	InTASC Dispositions	TESOL Pedagogical Sequence Course
Std. 1 (a,b,c, or d)		Principle 1		Standard 1	
Std. 2 (a,b,c, d, or e)		Principle 2		Standard 2	
Std. 3 (a,b,c, d, or e)		Principle 3		Standard 3	
Std. 4 (a,b,c, or d)		Principle 4		Standard 4	
Std. 5 (a,b,c, or d)		Principle 5		Standard 5	
		Principle 6		Standard 6	
				Standard 7	
				Standard 8	
				Standard 9	
				Standard 10	

TESOL Dispositions Essay II

Directions:

Review the *P-12 ESL Teacher Ed. Standards (Standards 5b and 5c)*, *New York State Code of Ethics Principles* and the *InTASC Dispositions* and write a short essay (300-500 words) discussing how one of the scenarios below may reveal conflicts with, and/or ignorance of certain ESL professional standards, dispositions and/or ethics principles. Identify the specific ESL professional standards, dispositions and/or ethics principles contradicted and/or ignored. Guided by appropriate ESL professional standards, dispositions and/or ethics principles, suggest a course of remedial action that you as a new English as a second language teacher could follow that might mitigate the situation. Finally complete the summary sheet by listing the ESL standards, dispositions and /or principles that you addressed in your essay.

I. TESOL Pedagogical Course Sequence I (Scenarios 1-5)

TEACHER/ESOL STUDENT OR ESOL STUDENT/ESL TEACHER SCENARIOS

Scenario 1

You have an effective class management system whereby free time is earned for completing assigned class work. John, an ESOL student, never gets his work done and therefore never gets free time. You feel badly, but a rule is a rule. John and you are both frustrated. What do you do?

Scenario 2

You teach an ESL lesson and then give a follow-up worksheet to be completed by all ESOL students while you conduct individual student conferences. You are frequently interrupted with questions, and are unable to give your undivided attention to specific students during the individual discussion sessions. You find yourself increasingly angry at the class. What do you do?

Scenario 3

Susana, an ESOL student, angrily enters your classroom. She has just been scolded by another teacher for "fooling around" and has had the privilege of eating lunch outside at the picnic tables revoked for the rest of the week. In your class she is refusing to do work, calls out and continues the behavior from the other class, adding to it her complaints of unfairness. The ESL class is in danger of not earning the class reward of an extra recess period for having completed all of your assignments. What do you do?

Scenario 4

Liann, an ESOL student, is a severely depressed (clinically manic depressive) student who frequently misses class. She meets with you privately to explain her situation—she is heavily medicated (she voluntarily brought in all of her prescription bottles) and often has trouble getting out of bed. The ESOL student is very bright and very willing, but she's in a precarious mental state—and it seems she was recently hospitalized, and suicidal. How do you encourage Liann to participate without pushing her too far? Is it reasonable to expect less of her than of your other students?

Scenario 5

You have an ESOL student athlete, Tomas, who comes to class late, hems and haws when he's asked to work, barely completes most of his assignments, entirely ignores some assignments, and repeatedly prepares inadequate work in an inadequate format. He is rude in class (in an understated manner, so it's difficult to address the issue; for instance, he sighs loudly when given a new assignment, or he grumbles when he's asked to move into a circle with the rest of the class). You said that you wanted to meet with him, and he sent you an email saying, "I can meet with you tomorrow after 9:50 p.m. Please call me." Tomas is in danger of failing even though he's a bright, capable young man.

II. TESOL Pedagogical Course Sequence II (Scenarios 1-7)

ESLTEACHER/TEACHER SCENARIOS

Scenario 1

Mr. Y is a colleague in your ESL Department who no longer feels the need to continue his education. He makes a lot of comments about the “new-fangled” ways of the new teachers in the building and frequently says that “there is no need to re-invent the wheel.” Mr. Y does not incorporate technology or new teaching strategies into his classroom—his teaching method is “talk and chalk.” If you or another teacher approaches him to discuss his teaching methods he withdraws to his classroom and refuses to share any of his materials.

How could you resolve this situation?

Scenario 2

Several inclusion ESOL students are in your ESL/Social Studies class. A special education teacher, Ms. X, is assigned to work with them in the class, but she sits in the back of the classroom and ignores their needs. When you approach her with your questions, Ms. X says “I’m too busy to meet with you. The kids are going to fail anyway. Don’t worry about it.” You find this response unacceptable. You would like to go to the administration with your concerns, but you know that Ms. X has been in the district for ten years and is a friend of the assistant principal.

What should you do?

Scenario 3

While conducting a question and answer session, your ESL colleague calls on Miguel, an ESOL student with a speech impediment, to answer a question. As Miguel struggles to answer the question, the teacher cuts him off and says “OK, OK, you’re taking too long to answer, that’s enough.” The teacher proceeds to call on other students to answer questions but doesn’t call on Miguel again, even though he raises his hand and wants to contribute. At the end of the class, Miguel approaches the teacher to discuss the situation and is brushed off by the teacher who says, “I don’t have time for this now.”

Miguel comes to you. How can you help?

Scenario 4

You have carefully implemented a respectful way of talking to the ESOL youngsters in your class. You are assigned a full time classroom aide, Nadine, who frequently becomes angry with the ESOL students and takes it upon herself to harshly correct

behaviors you choose to overlook. She thinks you're "too soft" and don't fully understand that the kids need "discipline." She was "whipped" (spanked) while growing up and thinks that's what the kids need now. What do you do?

Scenario 5

Mr. R. has been assigned to teach ESL Science but he's not familiar with the curriculum. He approaches several of his colleagues and asks to borrow their worksheets for the first few chapters. Being helpful, the other teachers give him some worksheets that he can use to get started. During one of the lessons, the department chair walks into the room to see how things are going. Mr. R tells the chair that all is well and that he feels good about using the worksheets that he has prepared all by himself on very short notice.

Scenario 6

You are teaching Intermediate ESL and you have a para-professional assigned to your class. You find that she is continually translating for your ESOL students and this creates an undercurrent of chatter, most of which you don't understand because you don't speak the L1. The para also helps ESOL students to the extent that you are not sure whose answers you get on desk work or tests, the para's or the students'. The para has been there for many years and works with other ESL teachers.

How can you resolve the situation?

Scenario 7

An ESOL student, Hamid, is constantly picked on and singled out by a teacher in another class. It is clear to the other students in the class that the teacher just doesn't like him. The student is also picked on by the students in the class. Instead of stopping the inappropriate actions by members of the class, the teacher lets it happen. Hamid comes to you and asks for your help in resolving this issue with his teacher.

III. TESOL Pedagogical Course Sequence III: Student Teaching Seminar (Scenarios 1-3)

Please note: Teacher candidates can develop their own scenarios or choose from the ones listed below.

ESL TEACHER/ADMINISTRATOR SCENARIO

Scenario 1

In your school, teachers have to attest to class effort and contribution so that students can participate in sports. Xavier, an ESOL student, is a struggling student who has not been submitting required work, participates only sporadically in class discussions and makes little effort to progress. You don't believe that his effort justifies your "signing off" on his progress form, but the administration is pressuring you to do so because he is a star goalie and the team needs him. You know that playing soccer may be the only thing that brings him to school at all.

How do you handle the situation?

TEACHER / PARENT SCENARIOS

Scenario 2

Omaira, an ESOL student in your first grade ESL class comes to school tired every day. She doesn't seem to be clean and her clothes are unkempt. You need to call her parents and address these issues.

Scenario 3

Jada, an ESOL student, is in the fifth grade and will be taking a State exam in three weeks. She comes in with a note from home to let you know that she will be visiting relatives in her native country at that time. You know that she should be tested with the rest of her class. How do you persuade the parents that this is important?

TESOL Teacher Candidate Disposition Essay Scoring Rubric (Based on Item# 11 TCPDF)

TESOL Standards	Proficiencies	Minimally Meets the Standard	Meets Standards	Exceeds Standard
5b, c	Familiarity with TESOL Professionalism Standards, NYS Code of Ethics and InTASC	TESOL teacher candidate demonstrates little knowledge, understanding and implementation of TESOL, NYS Code of Ethics, and InTASC dispositions.	TESOL teacher candidate demonstrates basic knowledge, understanding and implementation of TESOL, NYS Code of Ethics, and InTASC dispositions.	TESOL teacher candidate demonstrates in-depth knowledge, understanding and implementation of TESOL, NYS Code of Ethics, and InTASC dispositions

	dispositions			
	Understanding of Professional Ethics	TESOL teacher candidate demonstrates a poor understanding of what it means to be TESOL professional, ethical teacher.	TESOL teacher candidate demonstrates an adequate understanding of what it means to be a TESOL professional, ethical teacher.	TESOL teacher candidate demonstrates a thorough understanding of what it means to be a TESOL professional, ethical teacher.
	Analysis	TESOL teacher candidate has trouble analyzing classroom situations that can negatively impact ESOL student learning.	TESOL teacher candidate demonstrates an adequate ability to analyze classroom situations that can negatively impact ESOL student learning.	TESOL teacher candidate demonstrates a strong ability to analyze classroom situations that can negatively impact ESOL student learning.
	Implementation of Viable Approaches	TESOL teacher candidate does not identify viable approaches for handling difficult classroom situations.	TESOL teacher candidate identifies questionable approaches for handling difficult classroom situations.	TESOL teacher candidate identifies thoughtful and viable approaches for handling difficult classroom situations.
	Organization	Essay shows improper formatting, spelling, grammar, and organizational errors, or lack of a clear-cut introduction, body and conclusion.	Essay shows small errors in formatting, spelling, grammar, and organization; clear-cut introduction, body and/or conclusion.	Essay shows proper formatting, spelling, grammar, and organization; clear-cut introduction, body and conclusion.

APPENDIX A: InTASC Dispositions

Below are excerpts from the InTASC Core Standards pertaining to candidate dispositions.

Standard 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

- The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
- The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
- The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
- The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

Standard 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

- The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
- The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

Standard 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

- The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
- The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."
- The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
- The teacher is sensitive to community and cultural norms.
- The teacher makes students feel valued for their potential as people, and helps them learn to value each other.

Standard 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

- The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.
- The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Standard 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole.
- The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
- The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

- The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning.
- The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

Standard 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

- The teacher recognizes the power of language for fostering self-expression, identity development, and learning.
- The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.
- The teacher is a thoughtful and responsive listener.
- The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

Standard 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

- The teacher values both long term and short term planning.
- The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
- The teacher values planning as a collegial activity.

Standard 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

- The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.
- The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

Standard 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

- The teacher values critical thinking and self-directed learning as habits of mind.
- The teacher is committed to reflection, assessment, and learning as an ongoing process.
- The teacher is willing to give and receive help.
- The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.
- The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

Standard 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

- The teacher values and appreciates the importance of all aspects of a child's experience.
- The teacher is concerned about all aspects of a child's wellbeing (cognitive, emotional, social, and physical), and is alert to signs of difficulties.
- The teacher is willing to consult with other adults regarding the education and well-being of his/her students.
- The teacher respects the privacy of students and confidentiality of information.

- The teacher is willing to work with other professionals to improve the overall learning environment for students.

APPENDIX B: New York State Code of Ethics for Educators

Statement of Purpose

The Code of Ethics is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. "Educator" as used throughout means all educators serving New York schools in positions requiring a certificate, including classroom teachers, school leaders and pupil personnel service providers.

Principle 1: Educators nurture the intellectual, physical, emotional, social, and civic potential of each student.

Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

Principle 2: Educators create, support, and maintain challenging learning environments for all.

Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

Principle 3: Educators commit to their own learning in order to develop their practice.

Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

Principle 4: Educators collaborate with colleagues and other professionals in the interest of student learning.

Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share

responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

Principle 5: Educators collaborate with parents and community, building trust and respecting confidentiality.

Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children.

Principle 6: Educators advance the intellectual and ethical foundation of the learning community.

Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

This Code shall not be used as a basis for discipline by any employer and shall not be used by the State Education Department as a basis for a proceeding under Part 83 of Commissioner's Regulations, nor shall it serve as a basis for decisions pertaining to certification or employment in New York State. Conversely, this Code shall not be interpreted or used to diminish the authority of any public school employer to evaluate or discipline any employee under provisions of law, regulation, or collective bargaining agreement.

APPENDIX C—PEP Dispositions Essay

**Stony Brook University – Professional Education Program
Teacher Candidate Dispositions Essay Cover Sheet**

Teacher Candidate: _____ Semester: _____

Course: _____ Instructor: _____

What does it mean to be a professional, ethical teacher? What kinds of issues should good teachers think about as they go about the daily tasks of planning, conducting and evaluating lessons? How should they include others in their decisions about teaching and learning? What approaches should teachers consider as important and sometimes difficult social issues arise as a result of class discussion? These are difficult questions with no one right answer.

To address these kinds of questions, several important educational organizations have developed documents, which we will work with in the Professional Education program:

- The New York State Education Department’s “Code of Ethics for Educators”
- The Interstate New Teacher Assessment and Support Consortium’s Dispositions from their “Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue”

Directions to Teacher Candidates: In connection with the above documents, you have written an essay that responds to classroom scenarios. The scenarios have come from your methods instructor or from your own and your peers’ field experience. (In Methods I, the emphasis is on instructor-provided scenarios; in Methods II, instructor-provided and peer-provided scenarios receive equal emphasis; in Student Teaching Seminars, student-provided scenarios receive the greater emphasis. Thus, we acknowledge teacher candidates’ increasing experience.) Please carefully examine your essay and list the numbers of the codes and dispositions to which your essay speaks. In this manner, you will demonstrate your awareness of and your ability to address these points. It may not be practical for every essay to speak to every code and disposition. Since you will complete three of these essays in your work in the Professional Education Program, please pose as a goal for yourself that you will address each of the codes and dispositions at least once by the time you have written all three essays. This cover sheet and your essay should be included in your Teacher Candidate Portfolio.

	NYS “Code of Ethics”	InTASC “Dispositions”
Dispositions Essay Title:		



Stony Brook University

Professional Education Program

Teacher Candidate Professional Development Form

Semester: Fall 20 _____ Spring 20 _____

Date: _____

Teacher Candidate: _____

Stony

Brook ID: _____

Cooperating Teacher _____

School: _____

USB Instructor: _____

Assessment Period: Methods I Methods II Student Teaching

SCORING DIRECTIONS:

The scoring system employed on this form is designed to simultaneously monitor teacher candidate development as they progress through the teacher education program and to assess their proficiency at each stage in the program.

Please read the following directions before completing the form:

Methods I: 1-2-3-4. In this first course of the pedagogical sequence, Level 1 represents performance that is “**ineffective**” in regard to program standards, while Level 2 indicates that the teacher candidate is at the “**developing**” stage in meeting program standards. Levels 3 and 4 represent performance that is “**effective**” and “**highly effective**”, respectively, in meeting program standards for this stage of the program. Candidates must achieve minimum average score of at least **2.5**, and may have no more than three “**ineffective**” scores to advance to Methods II.

Methods II: 3-4-5-6. In this second course of the pedagogical sequence, Level 3 represents performance that is “**ineffective**” in regard to program standards, while Level 4 indicates that the teacher candidate is at the “**developing**” stage in meeting program standards. Level 5 represents performance that is “**effective**,” while Level 6 indicates that the student is “**highly effective**” in meeting program standards for students in the second methods course. Candidates must achieve minimum average score of at least **4.5**, and may have no more than two “**ineffective**” scores to advance to student teaching.

Student Teaching: 5-6-7-8. In this third course of the pedagogical sequence, Level 5 represents performance that is “ineffective” in regard to program standards, while Level 6 indicates that the teacher candidate is at the “developing” stage in meeting program standards. Level 7 represents performance that is “effective,” while Level 8 indicates student performance which is “highly effective” for this stage of the program. Candidates must achieve an average of 7.0 with no score below 6 in order to graduate from student teaching.

Candidates who fail to meet minimum requirements in any of these courses may be required to repeat the course, or will be allowed to proceed to the next course pending the satisfactory completion of additional remedial work.

The Learner and Learning TCPDF #1 Learner Development:

To what extent does the teacher candidate:

5 6 7 8

1. Understand how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (*Knowledge and Performance*)

*The teacher candidate designs and implements developmentally appropriate instructional strategies that demonstrate knowledge of how different learners construct knowledge, acquire skills, and develop disciplined thinking processes.

*The teacher candidate understands that each student’s cognitive, linguistic, social, emotional, and physical development influences learning and makes instructional decisions that build on students’ strengths and needs.

*The teacher candidate identifies readiness for learning and understands how development in any one area may affect performance in others.

Comments: _____

The Learner and Learning TCPDF #2 Learning Differences:

To what extent does the teacher candidate:

5 6 7 8

2. Use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (*Disposition*)

*The teacher candidate understands and identifies differences in approaches to learning and performance.

*The teacher candidate designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs.

*The teacher candidate uses instructional strategies that are sensitive to students’ experiences including linguistic, social, and cultural backgrounds.

*The teacher candidate connects instruction to each student’s prior knowledge and experiences

*The teacher candidate helps all students reach their full potential.

*The teacher candidate makes students feel valued and helps them learn to value each other.

*The teacher values diverse languages and dialects, knows about second language acquisition processes, and knows how to incorporate instructional planning, strategies, and resources to support language acquisition and the maintenance of native language and culture.

Comments: _____

The Learner and Learning TCPDF #3 Learning Environments:

To what extent does the teacher candidate:

5 6 7 8

3. Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (*Disposition*)

*The teacher candidate understands the relationship between motivation and engagement and knows how to design learning experiences that build learner self-direction and ownership of learning.

*The teacher candidate collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

*The teacher candidate values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.

*The teacher candidate is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

Comments: _____

Content Knowledge TCPDF #4 Content Knowledge:

To what extent does the teacher candidate:

5 6 7 8

4. Understand the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (*Knowledge*)

*The teacher candidate's instructional strategies demonstrate an understanding of the major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

*The teacher candidate builds on learners' prior knowledge and experiences and uses culturally and developmentally relevant content.

*Teacher candidate understands and anticipates common misconceptions in learning the discipline and knows how to guide learners to accurate understanding of the material.

*Instructional strategies reflect an understanding that content knowledge is not a fixed body of facts but is complex, culturally situated, and constantly evolving.

Comments: _____

Content Knowledge TCPDF #5 Application of Content:

To what extent does the teacher candidate:

5 6 7 8

5. Understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (*Knowledge and Performance*)

*The teacher candidate understands critical thinking processes and employs high level questioning.

*The teacher candidate explores the complexities of the instructional content and teaches students how to apply the appropriate conceptual tools from the relevant disciplines.

*The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave these themes into meaningful learning experiences.

*The teacher candidate uses authentic assessment to apply content knowledge to real world problems through the lens of interdisciplinary themes (such as financial or environmental literacy).

*The teacher candidate incorporates learner literacy development in the content area.

The teacher candidate understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

Comments: _____

Instructional Practice TCPDF #6 Assessment:

To what extent does the teacher candidate: 5 6 7 8

6. Understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. (*Knowledge and Performance*)

- *The teacher candidate regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development.
- *The teacher candidate understands both the different types and multiple purposes of assessment and how to design, adapt or select appropriate assessments to address specific learning goals and individual differences.
- *The teacher candidate engages students in the assessment process and encourages them to review their own progress and learning.

Comments: _____

Instructional Practice TCPDF #7 Planning for Instruction:

To what extent does the teacher candidate: 5 6 7 8

7. Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy as well as knowledge of learners and the community context. (*Performance*)

- *The teacher candidate uses knowledge of content, content standards, and the curriculum to design appropriate learning experiences.
- *The teacher candidate demonstrates knowledge of a range of instructional strategies, resources, and technological tools and is capable of applying the latter effectively to meet diverse learning needs.
- *Instructional strategies demonstrate an understanding of learning theory, human development, cultural diversity, and individual differences.

*The teacher candidate establishes appropriate short- and long-term goals.

* Teacher candidate plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

* The teacher candidate knows when and how to access resources and collaborate with others to support student learning (e.g. special educators, language learner specialists, media specialists, community organizations).

Comments: _____

Instructional Practice TCPDF #8 Instructional Strategies:

To what extent does the teacher candidate:

5 6 7 8

8. Understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.(Performance)

*The teacher candidate understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem framing and solving, invention, and memorization).

* The teacher candidate applies a range of developmentally, culturally, and linguistically appropriate instructional strategies to differentiate instruction.

*The teacher candidate asks questions that stimulate discussion, probe for understanding, help learners articulate their ideas and thinking processes, and stimulate curiosity.

*The teacher candidate understands how content and skills can be developed through the use of technology and media and effectively employs these to access, interpret, evaluate, and apply information.

*The teacher candidate varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience).

Comments: _____

Professional Responsibility TCPDF #9 Professional Learning, Reflection and Ethical Practice:

To what extent does the teacher candidate:

5 6 7 8

9. Engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals in the learning community), and adapt practice to meet the needs of each learner. (*Disposition*)

*The teacher candidate continuously seeks opportunities for professional growth both within the university, and through engagement with the professional community.

**The teacher candidate takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

The teacher candidate demonstrates an appropriate work ethic; arrives on time; is prepared; is professionally dressed, and communicates appropriately with students and colleagues.

*The teacher candidate understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

*The teacher candidate understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Comments: _____

Professional Responsibility TCPDF #10 Collaboration and Leadership:

To what extent does the teacher candidate:

5 6 7 8

10. Seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession. (*Disposition*)

*The teacher candidate understands that alignment of family, school and community spheres of influence enhances student learning.

*The teacher candidate knows how to work with other adults and has developed skills appropriate for both face-to-face and virtual contexts.

*The teacher candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

Comments: _____

Disposition Essay:

To what extent does the teacher candidate:



11. Develop an awareness of dispositions, their role, and their impact on the profession as demonstrated in the disposition essays and /or other measures. (*Disposition*)

Comments: _____

Further Comments by person completing this assessment:

Signature of person completing this assessment:

Title:

Teacher Candidate's Reflection and Response:

Signature of Teacher Candidate: _____ Date: _____

APPENDIX E--LEF



Stony Brook University

Professional Education Program

Lesson Evaluation Form (LEF)

Semester: Fall 20_____ Spring 20_____

Date _____

Teacher Candidate: _____

Stony Brook Observer: _____

Teacher Candidate USBID: _____

Cooperating Teacher: _____

Lesson Level/Topic: _____

School: _____

	Planning and Preparation	Ineffective	Developing	Effective	Highly Effective	No Evidence in this Lesson
1.	Lesson plan includes all necessary elements, i.e., learning standards, measurable learning objectives/performance indicators linked to unit and essential questions, motivating opening activities, lesson procedure with multiple learning strategies, assessment of learning objectives, and closure.					
2.	Content of lesson plan reflects disciplinary standards and curricular requirements.					
3.	Content of lesson plan reflects teacher candidate's knowledge of central concepts of the discipline and tools of inquiry.					

4	Lesson objectives are based upon assessment of students' prior knowledge, understanding, and skills.					
5	Lesson is founded upon essential questions that are designed to promote higher-level thinking skills.					
6	Lesson design incorporates multiple learning strategies to meet the needs of a diverse student body (e.g., ability; language; gender; culture; social/emotional/physical and cognitive development).					
7	The teacher candidate designs the lesson with attention to the differentiation of instruction.					
8	Technology is integrated into the lesson.					
Comments:						
The Classroom Environment		Ineffective	Developing	Effective	Highly Effective	No Evidence in this Lesson
9	Teacher candidate prepares and manages instructional materials (e.g., texts, handouts, paper, blackboard, interactive board, audio-visual materials, pictures, maps, overhead/LED projector, manipulatives, etc.) in a manner that promotes student learning.					
10	Teacher candidate has established routines and procedures to manage instructional time and classroom space to maximize student learning.					
11	Teacher candidate monitors student behavior and responds to student misbehavior in a manner conducive to a mutually respectful, safe, and supportive learning environment.					
Comments:						

	Instruction	Ineffective	Developing	Effective	Highly Effective	No Evidence in this Lesson
12	Opening of lesson motivates students and helps prepare them to meet lesson objectives.					
13	Teacher candidate leads and facilitates questioning and discussion in a manner that ensures student participation.					
14	Teacher candidate provides appropriate wait time following questions to enhance student response.					
15	Teacher candidate adapts and delivers instruction in response to students' diverse learning needs.					
16	Teacher candidate uses voice, speech, eye contact, English or target language to communicate clearly.					
17	Teacher candidate demonstrates enthusiasm for subject matter and students.					
18	Teacher candidate uses instructional time to promote student learning (e.g., coherent structure, transitions, and pacing).					
19	Students are engaged in lesson (e.g., students demonstrate the ability to be resourceful, self-directed, curious, and able to take initiative and risks with respect to their learning).					
20	Teacher candidate engages students in higher-level thinking.					
21	Teacher candidate uses ongoing assessment practices to guide instruction throughout the lesson.					
22	Ending of lesson provides productive closure that indicates the degree to which students have met the lesson objectives.					
23	Teacher candidate employs cooperative learning in a meaningful way.					

24	Teacher candidate integrates authentic, real-world and/or interdisciplinary activities to enhance learning.					
25	Teacher candidate adapts and delivers instruction in a way that meets the planned objectives.					
Comments:						
Professional Responsibilities		Ineffective	Developing	Effective	Highly Effective	No Evidence in this Lesson
26	Teacher candidate seeks input in lesson planning and preparation and incorporates suggestions into instruction.					
27	Teacher candidate arrives on time, is well prepared, and is dressed professionally.					
28	Teacher candidate is open to constructive feedback and demonstrates critical reflection on own teaching.					
Comments:						

Observer's Signature: _____

I have read this report and discussed it with my supervisor:

Signature of Teacher candidate: _____

Comments by Teacher candidate
