



Professional Dispositions Plan for MA Counseling Programs at UNC Charlotte

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Professional Dispositions for Counseling Programs at UNC Charlotte

The Cato College of Education, in collaboration with the Colleges of Liberal Arts and Sciences and Arts and Architecture, is responsible for preparing candidates who have the required knowledge, skills, and professional dispositions to become effective educators. Therefore, your chosen program of study will prepare you to develop and model the knowledge, skills, and dispositions expected of excellent professionals. Faculty and/or school personnel will evaluate your demonstration of these professional dispositions and provide you with feedback about your progress. Professional Dispositions include the attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. They include the ideal of fairness and the belief that all students can learn. The Code of Ethics for North Carolina Educators, the UNC Charlotte Code of Academic Integrity, and the College of Education’s Conceptual Framework more specifically articulate characteristics expected for all education professionals.

MA Students

Primary Professional Dispositions	Specific Professional Disposition Descriptors
Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.
Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (includes appropriate dress & attitudes). Able to collaborate with others.
Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients.
Knowledge & Adherence to Site Policies	Demonstrates an understanding & appreciation for <i>all</i> counseling site policies & procedures.
Record Keeping & Task Completion	Completes <i>all</i> weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).
Multicultural Competencies	Demonstrates awareness, appreciation, & respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)
Emotional Stability & Self-control	Demonstrates emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with supervisor, peers, & clients.
Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies.
Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory feedback.
Flexibility & Adaptability	Demonstrates ability to flex to changing circumstance, unexpected events, & new situations.
Congruence & Genuineness	Demonstrates ability to be present and “be true to oneself”

Students are expected to disclose any unethical or unlawful activity from the time application was submitted into the program until the end of the program.

Entry, Midpoint, and Completion Assessment Overview

Description of Typical Activities	By Whom	MA Counseling
Entry		
Entry-Level Course <ul style="list-style-type: none"> • Inform and teach professional dispositions during orientation, advising, and/or seminar • Overview of assessment procedures and documents • Candidate self-assessment 	Program Coordinator Candidate	CSLG 6101
Midpoint		
Mid-point Course <ul style="list-style-type: none"> • Review of professional dispositions, procedures, and documents • Candidate self-assessment • Faculty assessment of candidate dispositions • Application of dispositions in a professional setting • Faculty initiated plan of action, with candidate initiated actions (as needed) 	Program faculty Candidate Instructor	CSLG 7430
Anytime		
Any time: If concerns are identified during courses or clinicals, or as required by department <ul style="list-style-type: none"> • Information discussed with the candidate • Professional Disposition Plan of Action is initiated by faculty member, in consultation with public school/agency representative when applicable 	Instructor	Optional
Exit		
Exit: <ul style="list-style-type: none"> • Candidate affirms commitment to dispositions 	Candidates	CSLG 7435

Procedures – When and How Are Candidate Dispositions Assessed?

Candidates are assessed on dispositions in **one of two ways**:

1. Dispositions for MA candidates will be assessed at three points, referred to as "dispositional decision points," within programs using the *Assessment of Professional Dispositions* document. The three dispositional decision points will include: a) CSLG 6101 when candidates assess themselves take early in the program ("entry point"), b) CSLG 7430 when a candidates have typically completed approximately half of the program courses ("midpoint"), and c) during CSLG 7435 (2) ("exit point") when candidates affirm their commitment to the dispositions.
2. Dispositions for PhD candidates will be assessed at three points, referred to as "dispositional decision points," within programs using the *Assessment of Professional Dispositions* document. The three dispositional decision points will include: a) CSLG 8105 when candidates assess themselves take early in the program ("entry point"), b) first internship (CSLG 8440/8445) when a candidates have typically completed approximately half of the program courses ("midpoint") , and c) during second internship (CSLG 8440/8445) ("exit point") when candidates affirm their commitment to the dispositions.
3. Points of assessment

- A. Entry Point: Candidates will be introduced to professional dispositions, as well as the procedures for assessment of dispositions, within the entry point course. Candidates will be provided information for accessing the Professional Dispositions Plan for the Department of Counseling at UNC Charlotte (available on the College of Education website).

During the entry point course, candidates will complete the first of two dispositions self-assessments using the *Assessment of Professional Dispositions* and indicate their commitment to displaying professional dispositions during CSLG 6101/8105. Candidates will use the Taskstream Online System for this purpose (Help Sheets for this task are available on the College of Education Dispositions Website). Instructors will assess candidates ONLY on their timely completion of these assignments at the entry point.

- B. Midpoint: CSLG 7430 for MA and the first doctoral internship (either CSLG 8440/8445) for PhD are the midpoint dispositional decision point. Professional dispositions and procedures will be reviewed in the courses. Candidates will complete the second of two dispositions self-assessments at the beginning of these courses using the Taskstream Online System for this purpose (Help Sheets for this task are available on the College of Education Dispositions Website). In addition, the course instructor will assess professional dispositions for each candidate using the *Assessment of Professional Dispositions* document rubric and record these ratings in Taskstream at the end of these courses.
- C. Exit: Candidates will self-assess their final dispositions assessments in CSLG 7435 (2) for MA and CSLG 8440/8445 for PhD.
- D. Anytime: Faculty may assess, coach, and remediate candidate professional dispositions at any point in the program. If necessary, faculty members may complete the *Assessment of Counseling Dispositions* and the *Conference with Student-Candidate* form when a problem has not been resolved through informal meetings.

4. If a faculty member plans to use the formal disposition process using the Assessment of Professional Dispositions with either the Conference with Student-Candidate or Plan of Action procedure, they should consult with one of the department disposition chair.

Procedures – What happens when a rating of “Needs Improvement” is noted on a candidate’s assessment?

In keeping with the values articulated in the College of Education Conceptual Framework, dispositional expectations for education candidates at UNC Charlotte are a central tenet of our programs. The vast majority of our candidates emerge as highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by having a positive impact on children, youth, families, communities, and schools. However, occasionally there is a need to remediate candidates on the dispositional requirements of the profession. These procedures outline the process for tracking candidate dispositions within the College of Education.

Candidates may receive a rating of “Needs Improvement” in one of two ways:

1. From a program-midpoint course assessment as recorded in Taskstream

When a candidate receives a rating of "Needs Improvement" in any area on a program-midpoint dispositional course assessment (as indicated on the Taskstream-generated report), the candidate will receive an email from the College Dispositions Coordinator stating that this has occurred, and that at least one rating of “needs improvement” has been recorded for the candidate. Dispositional program-midpoint results may be reviewed by course instructor, the College Dispositions Coordinator, department chairs, program coordinators, or faculty from the Dean’s office.

If the nature of the “needs improvement” area for the candidate is such that further intervention is warranted, any of these faculty may request a conference with the candidate to directly discuss the issue OR initiate a Professional Disposition Plan of Action OR both. If a conference is called or a Plan of Action is initiated, the department dispositions faculty coordinator and the College Dispositions Coordinator should be provided a copy of all documentation. It is expected that course instructors will be diligent in coaching, informing, and remediating candidates on Professional Education Dispositions.

2. From a faculty member or school/agency on-site supervisor **outside** of a midpoint-course Taskstream assessment:

When a candidate receives a rating of "Needs Improvement" in any area from an assessment by a faculty member outside of a designated Taskstream dispositions course, the faculty member will conference with the candidate to discuss the concern and provide guidance for improvement. The faculty member or the candidate may request assistance from the department chair, department faculty coordinator for dispositions, advisor, or other faculty member in conferencing with the candidate. If a faculty member concludes that the concern requires formal documentation, **the Conference with Student-Candidate and Assessment of Professional Dispositions forms should be completed.** If a school/agency on-site supervisor indicates a dispositional issue, that school/agency on-site supervisor may be asked to provide additional details to allow all parties to fully understand the articulated concern. The faculty member may complete the documentation for the dispositional concern expressed by the on-site supervisor. Candidates will receive a copy of all completed disposition assessment forms. A copy of all documentation should be shared with the department dispositions faculty coordinator and the College Dispositions Coordinator.

Formulating a Professional Dispositions Plan of Action

In many cases, making the candidate aware of the dispositional concern may be all the remediation needed to correct the behavior. In other, more serious cases, the dispositional remediation process may include

additional activities/strategies as are appropriate to the situation. In such cases, a Dispositions Plan of Action should be developed and used.

The faculty member should use the Professional Disposition Plan of Action to outline any long-term strategies or activities that may be required of the candidate in addressing the disposition concern. **This includes any dispositions issue that is ongoing in nature and does not appear to be resolved with a single conference with the candidate.** The Professional Dispositions Plan of Action will include the candidate's expected behavioral changes and responsibilities and outline any additional supports to be provided by the faculty. The Professional Disposition Plan of Action may require the faculty member to periodically follow-up with the candidate until the remediation process is complete. All parties will sign to indicate understanding of and adherence to the coaching and remediation activities indicated in the plan. Candidates will receive a copy of all completed Professional Disposition Plan of Action forms. The faculty member will provide the department dispositions faculty coordinator and the College Dispositions Coordinator with a copy of all documentation regarding the dispositional concern. **Forms for the Professional Dispositions Plan of Action are available on the COED website.** The faculty member or the candidate may request assistance from the department chair, department faculty coordinator for dispositions, advisor, or other faculty member in formulating the Plan of Action and/or meeting with the candidate.

Procedures – What Happens If Multiple Dispositions Assessments Indicate Ongoing Problems for a Candidate?

First Review – Department Level

Periodically, the College Dispositions Coordinator will review the dispositional tracking database to monitor candidate dispositional incidents. In addition, department chairs, departmental dispositions faculty coordinators, or faculty from the Dean's Office may also review dispositional incidents at any time. **If two¹ or more negative assessment incidents are recorded for a candidate,** the College Dispositions Coordinator will work with the department faculty coordinator and the department chair to convene the department dispositions committee to review the situation. The department dispositions committee may, at the discretion of the department chair, be appointed or elected. The department committee membership may alter as is appropriate to the dispositional situation. It is expected that the faculty member/s involved in reporting and documenting the original dispositional concerns would not be part of the department dispositions review. The total number of members on the committee should be an uneven number. The College Dispositions Coordinator will serve as an *ex officio* member of the review and provide information to the department committee as needed.

The purpose of the department review committee is to ascertain seriousness of the dispositional infractions and make decisions regarding the candidate's advancement in the program. Notice of the departmental review will be provided to the candidate, and the candidate will be provided an opportunity to speak on his/her own behalf (the candidate may choose not to do so). The departmental dispositions committee has three options for action:

1. Allow the candidate to progress in the program without conditions;
2. Allow the candidate to progress in the program with conditions (this may include a new or more intensive remediation plan for the candidate to complete before moving forward in the program); or
3. Recommend to the dean that the candidate be denied advancement in the program.

¹ In special circumstances, dispositions infractions deemed serious or egregious may result in convening of the departmental review before two assessments are recorded.

If Options 1 or 2 are selected by the department review committee, oversight of the candidate's dispositional progress will remain at the department level. The College Dispositions Coordinator will continue to assist the department coordinator and faculty chair with monitoring to keep the department committee aware of the candidate's dispositional status. Further negative dispositional reports may result in a re-convening of the departmental committee. The department chair will send written notification of the departmental decision to the candidate, outlining any additional steps for action on the part of the candidate as appropriate. A copy of this letter will be provided to the Dean's Office.

If Option 3 is selected by the department review committee, the recommendation for denial of advancement is referred to the Senior Associate Dean (see below). The department chair and the College Dispositions Coordinator will jointly send written notification of the departmental decision to the candidate, and include information regarding the candidate's right of appeal of the decision. A copy of this letter will be provided to the Dean's Office. The College Dispositions Coordinator will also send notice of this decision to the Dean of Students.

Second Review – College Level - Candidate's Right of Appeal

A candidate denied progression in the program or recommended for removal from the program **may** file an appeal with College Dispositions Appeals Board via the College of Education Dean's Office². The College Dispositions Appeals Board will consist of the dispositions faculty coordinators from each academic department (or their designee as determined by the department chair), the director of the Office of Teacher Education, Advising, Licensure, and Recruiting (TEALR) (or designee), and the director of the Office of Field Experiences (or designee). The College Dispositions Coordinator will serve as an *ex officio* member of the board.

The candidate's written request to appeal the department dispositions decision must be received in the Office of the Dean of the College of Education within 10 business days from the date of the written notification to the candidate of the departmental decision. **Forms for the appeal are available on the College of Education website.** The right of appeal lies solely with the candidate.

Upon receipt of any written appeal, the Senior Associate Dean shall convene the College Dispositions Appeals Board within 15 business days. The candidate will be informed in writing as to when and where the Appeals Board will convene. The Appeals Board will review all documentation related to the dispositional history of the candidate. The candidate will be provided an opportunity to speak on his/her own behalf. The Appeals Board may opt to interview any stakeholders, including but not limited to faculty member(s) who assessed the candidate's progress as "Needs Improvement."

The college dispositions appeals board has three options for action:

1. Allow the candidate to progress in the program without conditions;
2. Allow the candidate to progress in the program with conditions (this may include a new or more intensive remediation plan for the candidate to complete before moving forward in the program); or
3. Uphold the departmental recommendation to the dean that the candidate be denied advancement in the program.

² Candidates who opt not to pursue the appeal process should understand that in these cases, the departmental review decision will become the final decision.

If Options 1 or 2 are selected by the College Dispositional Appeals Board, oversight of the candidate's dispositional progress will be referred back to the departmental level. The College Dispositions Coordinator will continue to assist the department coordinator and faculty chair with monitoring to keep the department committee aware of the candidate's dispositional status. Further negative dispositional reports may result in a re-convening of the departmental committee, and a subsequent re-convening of the College Dispositional Appeal Board. The Senior Associate Dean will send written notification of the College Dispositional Appeal Board decision to the candidate, outlining any additional steps for action on the part of the candidate as appropriate. A copy of this letter will be provided to the Dean's Office.

If Option 3 is selected by the College Dispositional Appeal Board, the recommendation for denial of advancement is referred to the designated Senior Associate Dean. The Senior Associate Dean will review all the documentation available and make a final decision regarding the candidate's status in the program within 10 business days. If the recommendation for termination in the program is upheld, the Senior Associate Dean will send written notification of the decision to the candidate. A copy of this letter will be added to the candidate's dispositional file. The College Dispositions Coordinator will also send notice of this decision to the Dean of Students.

Who Monitors the Candidates' Disposition Assessments?

Monitoring of candidate dispositions is a crucial step in maintaining the both the integrity of the dispositional process and the best interests of our candidates. Department chairs will designate faculty members to assist in this process.

Department dispositions faculty coordinator: Each academic department will appoint a faculty coordinator for dispositions. They will a) coordinate and monitor dispositions procedures within the department, b) serve as a resource person to faculty and students, c) maintain and forward documentation to the College Dispositions Coordinator, and d) serve on the College Dispositions Appeals Board when appropriate. In addition, to assure that candidate assessment, coaching, and remediation is coordinated and communicated between the academic departments and the Office of Field Experiences (OFE), an OFE faculty member will be appointed as the OFE faculty coordinator for disposition matters that affect or arise during clinical experiences or student teaching.

The departmental dispositions faculty coordinators will share all received candidate dispositional documentation with the College Dispositions Coordinator (housed in the Dean's Office).

College Dispositions Coordinator: The Dean's Office will designate a College Dispositions Coordinator who will ensure all dispositions incidences are logged in a local database and documentations maintained in order to monitor candidate dispositional progress and follow-up with faculty when necessary. The College Dispositions Coordinator will be supervised by the Senior Associate Dean in the College of Education, who will maintain oversight of all candidate disposition matters and will convene the College Dispositions Appeals Board when appropriate. The College Dispositions Coordinator will work with faculty coordinators and department chairs to communicate and meet with candidates as needed.

The current College Dispositions Coordinator is Dr. Brad Smith, Director of Assessment and Accreditation for the Cato College of Education. He can be reached at bradleysmith@charlotte.edu.



Counselor Candidate Statement of Commitment to Professional Dispositions

The Cato College of Education, in collaboration with the Colleges of Liberal Arts and Sciences and Arts and Architecture, is responsible for preparing candidates who have the required knowledge, skills, and professional dispositions to become effective educators. Therefore, your chosen program of study will prepare you to develop and model the knowledge, skills, and dispositions expected of excellent professionals. Faculty and/or school personnel will evaluate your demonstration of these professional dispositions and provide you with feedback about your progress. Professional Dispositions include the attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. They include the ideal of fairness and the belief that all students can learn. The Code of Ethics for North Carolina Educators, the UNC Charlotte Code of Academic Integrity, and the College of Education’s Conceptual Framework more specifically articulate characteristics expected for all education professionals.

Primary Professional Dispositions	Specific Professional Disposition Descriptors
Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.
Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (includes appropriate dress & attitudes). Able to collaborate with others.
Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients.
Knowledge & Adherence to Site Policies	Demonstrates an understanding & appreciation for <i>all</i> counseling site policies & procedures.
Record Keeping & Task Completion	Completes <i>all</i> weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).
Multicultural Competencies	Demonstrates awareness, appreciation, & respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)
Emotional Stability & Self-control	Demonstrates emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with supervisor, peers, & clients.
Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies.
Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory feedback.
Flexibility & Adaptability	Demonstrates ability to flex to changing circumstance, unexpected events, & new situations.
Congruence & Genuineness	Demonstrates ability to be present and “be true to oneself”

Students are expected to disclose any unethical or unlawful activity from the time application was submitted into the program until the end of the program.

I have read the professional dispositions and indicators above. I agree that developing and modeling dispositions is important to being an effective, professional counselor. I am committed to both growth and excellence in demonstrating these professional dispositions. I understand that progress in my professional education program depends upon successful demonstration of these professional dispositions.

Name (Print) _____ Program Area _____

Signature _____ Date _____

Part 2: Counseling Dispositions & Behaviors

#	Score	Primary Professional Dispositions	Specific Professional Disposition Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
2 . A		Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.	Demonstrates consistent & advanced (<i>i.e., exploration & deliberation</i>) ethical behavior & judgments.	Demonstrates consistent ethical behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Repeatedly violates the ethical codes &/or makes poor decisions
2 . B		Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (includes appropriate dress & attitudes). Able to collaborate with others.	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Dresses inappropriately after discussed &/or repeatedly disrespects of others.
2 . C		Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent & strong appropriate boundaries.	Demonstrates consistent appropriate boundaries.	Demonstrates appropriate boundaries inconsistently.	Demonstrates inappropriate boundaries.	Harmful relationship with others
2 . D		Knowledge & Adherence to Site Policies	Demonstrates an understanding & appreciation for <i>all</i> counseling site policies & procedures.	Demonstrates consistent adherence to <i>all</i> counseling site policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling site policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to all counseling site policies & procedures, including attendance and engagement.	Demonstrates limited adherence to all counseling site policies & procedures, including attendance and engagement.	Failure to adhere to policies after discussed with supervisor.
2 . E		Record Keeping & Task Completion	Completes <i>all</i> weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).	Completes <i>all</i> required record keeping, documentation, and assigned tasks in a through, timely, & comprehensive fashion.	Completes <i>all</i> required record keeping, documentation, and tasks in a competent & timely fashion.	Completes <i>all</i> required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.

#	Score	Primary Professional Dispositions	Specific Professional Disposition Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Insufficient / Unacceptable (2)	Harmful (1)
2 . F		Multicultural Competencies	Demonstrates awareness, appreciation, & respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Not accepting worldviews of others
2 . G		Emotional Stability & Self-control	Demonstrates emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with supervisor, peers, & clients.	Demonstrates consistent emotional resiliency & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Inappropriate interactions with others continuously, high levels of emotional reactants with clients, peers, and supervisors.
2 . H		Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies.	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.	Expresses lack of appreciation for the profession &/or is apathetic in promoting his or her professional and personal growth & development.
2 . I		Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory feedback.	Demonstrates consistent and strong openness to supervisory feedback & implements suggested changes.	Demonstrates consistent openness to supervisory feedback & implements suggested changes.	Demonstrates openness to supervisory feedback; however, does <i>not</i> implement suggested changes.	Demonstrates a lack of openness to supervisory feedback & does <i>not</i> implement suggested changes.	Defensive &/or disrespectful when given supervisory feedback.
2 . J		Flexibility & Adaptability	Demonstrates ability to flex to changing circumstance, unexpected events, & new situations.	Demonstrates consistent and strong ability to adapt & “reads-&-flexes” appropriately.	Demonstrates consistent ability to adapt & “reads-&-flexes” appropriately.	Demonstrated an inconsistent ability to adapt & flex to his or her clients’ diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients’ diverse changing needs.	Not flexible, demonstrates rigidity in work with clients.
2 . K		Congruence & Genuineness	Demonstrates ability to be present and “be true to oneself”	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Incongruent and <i>not</i> genuine

_____ : Total Score (out of a possible 55 points)

Assessment of Professional Dispositions – Conference with Student-Candidate

Date of conference: _____ Candidate Name: _____ 800 _____ Program _____

Faculty/Others present at conference: _____

Directions:

- A faculty member(s) or school partner(s) will complete the **Assessment of Counseling Dispositions**. If a candidate receives a rating of "Needs Improvement" in any area, the faculty member(s) will conference with the candidate to discuss the concern and provide guidance for improvement.
- Faculty member(s) conducting the conference may wish to ask candidates to complete a self-assessment as part of the conference, although this is not a requirement.
- A copy of this documentation should be provided to the candidate once the conference is completed.

1. Description of behavior that is of concern: *Using measureable and observable terms to describe the behavior, include date(s), setting(s), and full description of the occurrence(s) where possible.*

Discussion Points:

2. Expected behavior changes: *What will the candidate be expected to do differently in the future?*

Will a Plan of Action be initiated as an intervention for this candidate (check one)?

_____ Yes* -- *The Dispositions Plan of Action Form should be completed and turned into the College Dispositions Coordinator.*
_____ No

**Check "Yes" if any interventions are planned that are beyond the scope of the single conference meeting or require long-term monitoring/follow-up by faculty (examples: required readings, required workshops, other).*

3. Consequences of unchanged behavior: ***For all candidates:** Additional dispositional assessments that indicate a concern may result in a department review (see the Disposition Procedures on our COED website for further information).*

Signatures indicate attendance at the conference detailed above.

Candidate Signature _____	Date _____	
Faculty Signature _____	Title: _____	Date: _____
Faculty Signature _____	Title: _____	Date: _____
Other Signature _____	Title: _____	Date: _____
Other Signature _____	Title: _____	Date: _____

A copy of this document should be given to the candidate, the dept. dispositions liaison, and the College Dispositions Coordinator.

Counseling Dispositions Plan of Action

Date of conference: _____ Candidate Name: _____ 800 _____ Program _____

Faculty/Others present at conference: _____

Directions:

- A faculty member or school partner will complete the **Assessment of Counseling Dispositions**.
- If a candidate receives a rating of "Needs Improvement" in any area, the faculty member(s) will conference with the candidate to discuss the concern and provide guidance for improvement. The Conference form will be completed as part of the Assessment (p.2).
- **If any interventions are planned that are beyond the scope of the single conference meeting or require long-term monitoring/follow-up by faculty** (examples: required readings, required workshops, other), the Disposition Plan of Action should be completed. This form should be used in conjunction with the Assessment of Dispositions Conference Form.

4. **Plan of Action:** *In collaboration with the candidate, the appropriate faculty member(s) will propose and write the action plan for successfully achieving expected behavior changes. It is expected that candidates will be an integral part of developing strategies for targeted improvement.*

a. Candidate actions and responsibilities:

b. Faculty role(s):

c. Time Frame for implementation and reassessment:

d. **Date and Time for the Follow-up Conference to evaluate candidate completion of the Plan:** *The candidate will be responsible for confirming these conference plans at least one-week in advance, according to the faculty member's preferred method of communication.*

5. Consequences of unchanged behavior: - should be identical to what is also on the Conference form. **For all candidates:** Additional dispositional assessments that indicate a concern may result in a department review (see the Disposition Procedures on our COED website for further information).

This plan was formulated by the candidate and faculty member and agreed to by all parties:

Candidate Signature _____	Date _____	
Faculty Signature _____	Title: _____	Date: _____
Faculty Signature _____	Title: _____	Date: _____
Other Signature _____	Title: _____	Date: _____
Other Signature _____	Title: _____	Date: _____

A copy of this document should be given to the candidate, the dept. dispositions liaison, and the College Dispositions Coordinator.

Required Follow Up CONTINUED on Next Page

PLAN OF ACTION FOLLOW-UP – to be completed once the timeline established by the Plan of Action is completed.

Date of conference: _____ Candidate Name: _____ 800 _____ Program _____

Faculty/Others present at conference: _____

6. Follow-up Evaluation and Outcome (once the plan has been completed):

a. Has the candidate successfully completed the Plan of Action? (check one)

_____ Yes
_____ No*

*Please explain why the Plan of Action was not successfully completed, attaching documentation as needed.

Signatures indicate attendance at the conference detailed above.

Candidate Signature _____	Date _____	
Faculty Signature _____	Title: _____	Date: _____
Faculty Signature _____	Title: _____	Date: _____
Other Signature _____	Title: _____	Date: _____
Other Signature _____	Title: _____	Date: _____

A copy of this document should be given to the candidate, the dept. dispositions liaison, and the College Dispositions Coordinator.

Candidate Disposition Appeals Form

Candidates: read carefully and complete all information requested below.

1. A candidate has the right to appeal a decision by the Department Dispositions Committee that the candidate be denied advancement in his/her program of study. This Candidate Disposition Appeals Form must be received in the Office of the Senior Associate Dean of the College of Education either as an electronic file attachment via email or as a mailed hard copy within ten (10) business days of the date of the letter sent from the chair of the candidate's academic department notifying the candidate of the department review decision. **Complete all requested information on this form. Incomplete forms may result in denial of appeal.**
2. Upon receipt of the completed Candidate Disposition Appeals Form to appeal the decision, the Senior Associate Dean or his/her designee shall convene the College Dispositions Appeals Board within 15 (fifteen) business days. This group is comprised of faculty from each academic department in the College of Education, the director of the Office of Teacher Education Advising, Licensure, and Recruiting (TEALR), and the director of the Office of Field Experiences. You will be notified as to the time and place of the hearing. You will be provided an opportunity to speak on your own behalf. The Appeal Board may interview any stakeholders including, but not limited to faculty and staff members who have previously assessed your dispositions or provided documentation of your dispositions in the past. Your absence from this meeting will be taken as acknowledgement that you do not wish to speak on your own behalf.

The College Dispositions Coordinator serves as an *ex officio* member of the board. Any questions you have about this process should be directed to the College Dispositions Coordinator.

The current College Dispositions Coordinator is Dr. Brad Smith. He may be reached by email at bradleysmith@charlotte.edu or by phone at 704-687-8815.

3. After reviewing all documentation, and interviewing the candidate (if the candidate so chooses) and any other stakeholders, the College Dispositions Appeal Board will submit a recommendation to the Senior Associate Dean of the College of Education regarding the candidate's enrollment status. The board may decide either to uphold the decision of the Department Dispositions Committee to deny the candidate advancement in the program or to allow the candidate to advance in the program, with or without conditions.
4. If the Senior Associate Dean upholds the decision of the Board, such decision shall be final. If the Senior Associate Dean reverses the decision, the Board will formulate an appropriate course of action in consultation with the department chair and the department dispositions committee chair. All documentation related to the appeal will be forwarded to College Dispositions Coordinator for inclusion in the confidential electronic record. *See the Professional Education Dispositions Plan for more information.*

To be completed by the candidate:

Candidate Name:

800 ID #:

UNCC Email:

Best Phone Contact #:

Major/Program:

Mailing address:

() I have read and understand the procedures involved in the dispositions appeal process.

() I wish to appeal the decision to deny my advancement in my College of Education program of study made by my department dispositions review committee.

(continued on next page)

Please provide an explanation of your reasons in seeking an appeal of this decision (attach additional pages as needed).

Candidate Printed Name: _____

Candidate Signature: _____

Date: _____

******DO NOT WRITE BELOW THIS LINE******

The Appeals Board has reviewed the candidate's appeal and all relevant evidence and makes the following recommendation:

Uphold the Department decision Reinstatement with conditions* Reinstatement without conditions

Chair, College Disposition Appeals Board Date

Member, College Disposition Appeals Board Date

Member, College Disposition Appeals Board Date

Member, College Disposition Appeals Board Date

Member, College Disposition Appeals Board Date

Member, College Disposition Appeals Board Date

Member, College Disposition Appeals Board Date

I have reviewed the recommendation of the Appeals Board and make the following recommendation:

Uphold the Board decision Reinstatement with conditions* Reinstatement without conditions

Senior Associate Dean, College of Education Date

*suggestions for conditions should be directed to the department review committee/department chair

Coaching Model

This discussion takes place in a face-to-face format. Try to be in a private space with no interruptions.

1. Step 1—Getting agreement a problem exists. The professor/supervisor needs to have a specific description of the problem behavior that is going to be discussed (i.e., if tardiness is an issue, need to have data on how often, minutes late, etc. as well as the norms of the class where 2-3 minutes late may be acceptable). You want the candidate to agree that the behavior is a problem. There are two categories of reasons that will convince a person that a behavior is problematic:
 - a. If the candidate understands the impact of their behavior on others
 - b. If the candidate understands the consequences to himself or herself if there is no change in behavior
2. Step 2—Mutually discuss alternative solutions. The professor/supervisor and candidate together need to identify as many alternative solutions as may be necessary to solve the problem. The goal is to identify what the candidate can do differently so that his or her behavior is acceptable.
3. Step 3—Mutually agree on action to be taken to solve the problem. The student needs to determine which action he or she plans to take. The role of the professor/supervisor is to help candidate make a concrete plan that includes what they will do and when they will do it.
4. Step 4—Follow up to ensure that agreed-upon action has been taken. Set specific points for follow-up. Follow-up should occur on more than one occasion. Change may occur in small steps so the candidate needs to get continuous feedback on performance.
5. Step 5—Reinforce any achievement. Your reinforcement of improvement is critical to sustaining improvement.

Coaching Discussion Plan

1. Problem behavior (what is candidate doing wrong or not doing right)
2. Results of that behavior (who is affected by the behavior)
3. Consequences to the candidate if behavior does not change
4. What is the desired behavior

Adapted from:

Fournies, F. (2000). *Coaching for improved work performance*. New York: McGraw Hill.

Resources for Coaching and Remediation of Candidate Professional Dispositions

Resources for Faculty	Resources for Students
Dean of Students http://dso.charlotte.edu/	Dean of Students http://dso.charlotte.edu/
Code of Student Responsibility https://legal.charlotte.edu/policies/up-406	Code of Student Responsibility https://legal.charlotte.edu/policies/up-406
Center for Teaching and Learning http://teaching.charlotte.edu/	Student Health Center http://studenthealth.charlotte.edu/
Counseling Center http://caps.charlotte.edu/	Counseling Center http://caps.charlotte.edu/
Disability Services http://ds.charlotte.edu/	Disability Services http://ds.charlotte.edu/
International Programs http://oip.charlotte.edu/	International Programs http://oip.charlotte.edu/
Police and Public Safety http://police.charlotte.edu/	University Center for Academic Excellence http://ucae.charlotte.edu/
Dean of Graduate School http://graduateschool.charlotte.edu/	Dean of Graduate School http://graduateschool.charlotte.edu/
	Office of Identity, Equity, and Engagement https://identity.charlotte.edu/
	Office of Academic Diversity and Inclusion https://oadi.charlotte.edu/

Professional Dispositions Readings

Almerico, G., Johnston, P., Henriott, D., & Shapiro, M. (2011). Dispositions assessment in teacher education: developing an assessment instrument for the college classroom and the field. *Research in High Education Journal, 11*, Article 1. Retrieved from <http://www.aabri.com/manuscripts/10665.pdf>

The purpose of the current study was to operationalize and validate terminology to be incorporated into a series of assessment tools to evaluate teacher candidate dispositions. Researchers strived to develop a greater understanding of dispositions being assessed in teacher education programs by identifying descriptors which clearly focus on the conceptual meaning of a given disposition. Through a search of related literature and a series of interviews conducted by the research team, a series of instruments was developed to measure candidate dispositions in the university classroom setting and in the field/clinical experience for teachers in training

Broadbear, J. T., Jin, G., & Bierma, T. J. (2005). Critical thinking dispositions among undergraduate students during their introductory health education course. *Health Educator, 37*, 8-15.

The present study was undertaken to measure critical thinking dispositions in students as they enter the health education program at Illinois State University (ISU). Health education undergraduate students at ISU were found to have shortcomings in critical thinking dispositions during a study from 2000-2003. Dispositions (e.g. truth-seeking, open-mindedness, inquisitiveness) were measured by the California Critical Thinking Dispositions Inventory (CCTDI). Health education majors (n=96) were compared to students in other health science disciplines (n=187) and to health education minors (n=48). CCTDI scores did not differ between health education majors and other health sciences students but scores for majors were significantly higher than for health education minors. Specifically, health education majors scored significantly higher for inquisitiveness, cognitive maturity and total critical thinking disposition. The findings have significant implications for health education academic programs and the profession. Health education professionals commonly confront complex, ill-structured problems and their ability to effectively respond to these problems is largely dependent upon strong critical thinking dispositions. Focusing on the development of critical thinking dispositions in professional preparation programs, and further research on pedagogy effective in developing the dispositions, is needed.

Bucalos, A. B., & Price, C. G. (2005). Navigating murky waters: The challenge of assessing teacher candidate dispositions. *AILACTE Journal, 12*, 233-243.

Interest in, and debate about, teachers' attitudes, perceptions, and dispositions is not new (Cruickshank & Haefele, 2001). What is new is the inclusion of dispositions in the standards of the National Council for Accreditation of Teacher Education (NCATE, 2003), the National Board for Professional Teaching Standards (NBPTS, 1998), and the Interstate New Teacher Assessment and Support Consortium (INTASC, 1992). Despite this renewed interest in dispositions and their effects on the learning of P-12 students, there is no consensus among teacher education programs about which dispositions are essential, or how they may be used to select and educate teachers (Maylone, 2002; Taylor & Wasicsko, 2000). This article explores the dispositions debate through one university's attempt to define and assess dispositions and addresses several key questions. Will there be tolerance for diversity in dispositions? Are there professionals genuinely qualified to assess "appropriate" dispositions? Can reliability in dispositions assessment be achieved?

Engberg, M. E., & Hurtado, S. (2011). Developing pluralistic skills and dispositions in college: Examining racial/ethnic group differences. *Journal of Higher Education, 82*, 416-443.

An institutional commitment to educating a diverse student body is most compelling when it is broadly defined and connected to the educational mission, different levels of institutional practice, and systematic research on student educational outcomes. This study examines how structural diversity and intentional educational practices involving diversity influence students' development of a pluralistic orientation during the first two years of college. The results highlight similarities and differences across four racial/ethnic groups, and the study concludes with implications for scholars and multicultural practitioners interested in assessment.

Leibowitz, B., van Schalkwyk, S., Ruiters, J., Farmer, J., & Adendorff, H. (2012). "It's been a wonderful life": Accounts of the interplay between structure and agency by "good" university teachers. *Higher Education: The International Journal of Higher Education and Educational Planning*, 63, 353-365.

This study is set in an era and a context in which extrinsic forms of motivation and reward are offered by higher education institutions as a means to enhance teaching, and in which teaching is effectively undervalued in relation to research. The study focuses on the role of agency in professional development and demonstrates the relevance of Margaret Archer's description of the interplay between structure and agency for understanding how academics enhance their teaching in research-intensive universities. Ten semi-structured interviews were conducted by a team of academic development advisors in order to obtain accounts of teaching academics of their becoming good teachers, in their own words. An analysis of the transcripts of the interviews with the lecturers demonstrates how dimensions such as biography, current contextual influences, individuals' dispositions and steps taken to enhance teaching interact in a spiraling manner to generate a sense of self-fulfillment and agency. Intrinsic, rather than extrinsic, motivation is shown to be significant in propelling individuals towards action. The article concludes with an assessment of the implications of the interplay between structure and agency, the need for an enabling environment with a key role for intrinsic motivation for professional development strategies, in research-intensive universities.

Roessingh, H., & Chambers, W. (2011). Project-based learning and pedagogy in teacher preparation: Staking out the theoretical mid-ground. *International Journal of Teaching and Learning in Higher Education*, 23, 60-71.

In this article, we advance a model of project-based learning (PJBL) offering eight guiding principles to support a pragmatic and principled approach to teacher preparation at the undergraduate and graduate levels. We provide a template for structuring PJBL, and we include illustrative exemplars that demonstrate that the ideological mid-ground can offer a balance of content knowledge and facilitate the dispositions we value in the new generation of teacher practitioners.