



## **Buffalo State College Teacher Education Unit Candidate Dispositions (TEU, 2017) Adapted for the Speech-Language Pathology Department (SLP, 2020/2021)**

SUNY Buffalo State Teacher Candidates in Speech-Language Pathology must demonstrate the following dispositions. These dispositions are introduced early, monitored throughout and assessed at the end of the program.

Candidates are:

### **1. Professional:**

- Follow the ASHA Code of Ethics, New York State Code of Ethics and Conduct, guidelines in current ASHA standards, and expectations outlined in the Student Clinician Manual, the Student Clinician Evaluation form, and course outlines
- Maintain confidentiality
- Exhibit professional pride in appearance and demeanor
- Demonstrate high quality communication skills in both written and oral communications

### **2. Reliable and Dependable:**

- Are punctual and organized
- Complete important tasks without prompting
- Meet deadlines

### **3. Respectful:**

- Exhibit commitment to meeting client needs
- Practice judicious and empathetic interactions with clients and colleagues (including peers and instructors) on campus and in the community
- Show care and thoughtfulness in using the intellectual and physical property of others

### **4. Committed to Client Learning:**

- Make decisions and plans that are client-centered and foster higher-order thinking skills
- Demonstrate understanding of the important contribution of diversity of thought, background and ethnicity in high-quality educational experiences
- Use culturally-relevant curricula

- Demonstrate and affirm the expectation that all clients can learn, and it is the clinician's responsibility to investigate research and practice in differentiating instruction to reach all clients' needs
- Display in their lessons and plans a thorough knowledge of current theory, content, pedagogy, technology tools and assessment practices

**5. Reflective:**

- Show an openness to continuous improvement
- Listen effectively
- Demonstrate receptivity to feedback by improving performance
- Tailor and reformat instruction based on assessed client needs

**6. Enthusiastic:**

- Show initiative and leadership
- Practice creative problem solving
- Demonstrate willingness to take calculated risks and to monitor clients' receptivity to teaching innovations
- Are energetic and open to new ideas

**7. Collaborative:**

- Work well with peers, faculty and mentors and seek to learn from them and share ideas
- Practice tactful communication skills, especially when sharing critique and constructive suggestions with others
- Seek appropriate leadership roles