# Teacher Candidate Professionalism

College of Education
and
Human Development

Outlined in this document are the key values and dispositions, as well as expected behaviors, that the College of Education and Human Development has identified as necessary to ensure that students develop into responsible professionals.

Adopted by the Teacher Education Faculty (TEF) - May 2009

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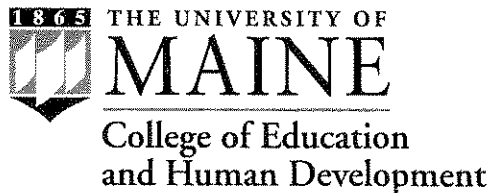
This document reflects the outcomes of the many conversations held throughout the 2007-2008 and 2008-2009 academic years by the Behaviors & Dispositions Committee and the Student Affairs Committee, both sub-committee of the Teacher Education Faculty. Committee members are listed below:

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<u>**Statement on Candidate Professionalism**</u>
University of Maine
College of Education and Human Development

Preparing to work in schools as teachers includes acquiring knowledge, skills and dispositions that will help all students learn. The purpose of this statement is to inform teacher candidates of the importance of professional dispositions in becoming a teacher and the procedure that is used at the University of Maine to support the development of dispositions that will help all students learn both in the University classroom as well as in the Pre-K – 12 classrooms of our community schools.

Professional dispositions are values, commitments, and professional ethics that influence behavior toward students, families, colleagues, and communities. Thus, we believe that a major component of professional teacher education (both in University of Maine classrooms and in the Pre-K – 12 schools) includes the development of values such as commitment, responsible behavior, professional communication/collaboration, confidentiality, professional appearance, and integrity/honesty. (Adapted from Kent State University College of Education, Health & Human Services work on dispositions, 2006)

Since many of you are at the beginning of your teacher preparation programs, you may feel that preparing for a job is well into the future. Actually, the time to begin developing a professional reputation is now. Just as teachers in the field demonstrate professional behaviors, students in the COEHD are expected to as well. Your professors at the University of Maine value conscientiousness and commitment to the teaching profession. To this end, the COEHD has outlined on pages 3 and 4 the behaviors they believe will provide a full and rich experience, and ultimately lead to a recommendation for teaching certification in Maine.

Kauchak and Eggen (2008, p. 44) suggest the following ideas to help you develop a professional reputation early on:
- Attend all classes, and be on time. If you must miss, see your professor in advance or explain afterward.
- Turn in required assignments on time, and follow the established guidelines or criteria.
- Study conscientiously, and try to learn as much as possible in all your classes.
- Participate in class. Offer comments and ask questions. You will enjoy your classes more and also learn more from them.
- Extend your classroom behavior to your life. Take every opportunity to learn something new. For example, travel, especially to other countries, provides opportunities to learn about other cultures and the ways they approach education. Trips like these also make valuable entries on your resume.
- Read and try to be well informed. Learn for its own sake.
- Set yourself the goal to be the best student you can.

Kauchak and Eggen believe, as do we, if you sincerely attempt to learn and grow throughout your college experience, your professional reputation will take care of itself. But you must begin now!

Should you "stumble" along the way and have difficulty meeting these expectations, **the college is committed to assisting you as you work to "get back on track".** The process for expressing concerns and then assisting you with these concerns is as follows:

1. Instructor, supervisor and/or advisor expresses concerns (completes Student Support Form – see page 5) and submits it to the Assistant Dean for Academic Services.
2. Assistant Dean for Academic Services reviews concerns and determines the appropriate level of support needed – Level I: Moderate Concern or Level II: High Concern. The procedures and outcomes for these levels are described in the flowchart on page 9.

Acknowledgment

I have read and understand the Statement on Teacher Candidate Professionalism developed and adopted by the College of Education and Human Development of the University of Maine. I understand that these professional standards will be used to assess my performance during coursework and in related field experiences. I further understand that any failure to demonstrate the behaviors and dispositions as outlined in the Statement on Teacher Candidate Professionalism may result in a formal review of my progress toward my degree or removal from my program of study. (Adapted from Kent State University College of Education, Health & Human Services work on dispositions, 2006)

_____

Student's name (printed)

_____   _____

Student's signature   Date

EXPECTED BEHAVIORS IN THE UNIVERSITY OF MAINE CLASSROOM

Commitment
- To children and adolescents, developmentally responsive teaching, evidence-based instructional methods, social equity, and challenging curriculum
- Displays enthusiasm for learning and teaching
- Demonstrates ongoing commitment to working with students from diverse backgrounds, ethnicities, and cultures

Responsible Behavior
- Regular class attendance
- Punctuality for classes
- Assignments completed on time
- Use of technology during class for topic-related purposes only
- Turns off cell phones during class
- Uses appropriate language (not profanity or inappropriate gestures)
- Identifies and initiates efforts to facilitate own learning
- Responds to novel problems and situations in creative and responsible ways

Professional Communication/Collaboration
- Cooperates with peers
- Receptive to feedback
- Articulates perspectives clearly
- Differentiates between factual information and personal opinion
- Seeks input from peers and instructors
- Listens to the perspectives of others
- Responds to others (including those with differing perspectives) in a manner that is nonthreatening and promotes dialogue.
- Communicates in a positive manner that promotes collaboration with peers as well as instructor
- Uses Standard English in all communication (oral or written)
- Writes legibly and spells correctly

Confidentiality
- Is discrete in sharing personal information with or about students, parents, and colleagues
- Adheres to professional standards and legal statutes pertaining to confidentiality

Professional Appearance
- Maintains appropriate dress consistent with a professional educational environment
- Maintains acceptable hygiene that does not distract from the educational experience of peers and/or social interactions with peers

Integrity/Honesty (The College of Education and Human Development adheres to the University of Maine's Policy on Academic Honesty and Dishonesty.)
- Engages in behaviors and actions that reflect positively on the teaching profession
- Seeks constructive resolutions to problems
- Completes his or her own work (does not cheat, plagiarize, lie, etc.)
- Shows respect for self and others

EXPECTED BEHAVIORS IN THE PreK – 12 SCHOOL CLASSROOM

Commitment
- To children and adolescents, developmentally responsive teaching, evidence-based instructional methods, social equity, and challenging curriculum
- Displays enthusiasm and optimism for teaching and learning
- Demonstrates ongoing commitment to working with students from diverse backgrounds, ethnicities, and cultures

Responsible Behavior
- Regular school and class attendance
- Punctuality for work in the schools and for classes
- Assignments and lesson preparation completed on time
- Integrates technology appropriate to student learning
- Turns off cell phones during school and class
- Uses appropriate language (not profanity or inappropriate gestures)
- Identifies and initiates efforts to facilitate student learning
- Responds to novel problems and situations in creative and responsible ways

Professional Communication/Collaboration
- Collaborates with peers and school colleagues
- Receptive to feedback
- Articulates perspectives clearly
- Differentiates between factual information and personal opinion
- Seeks constructive input from peers and instructors
- Listens to the perspectives of others including their students
- Responds to others (including those with differing perspectives) in a manner that is non-threatening and promotes dialogue.
- Communicates in a positive manner that promotes collaboration with other educators, students, parents, and peers
- Uses Standard English in all communication (oral or written)
- Writes legibly and spells correctly

Confidentiality
- Is discrete in sharing personal information with or about students, parents, and colleagues
- Adheres to professional standards and legal statutes pertaining to confidentiality

Professional Appearance
- Maintains professional dress consistent with the educational environment
- Maintains acceptable hygiene that does not distract from the educational experience of and/or social interactions with peers, other educators, and students

Integrity/Honesty (The College of Education and Human Development adheres to the University of Maine's Policy on Academic Honesty and Dishonesty.)
- Engages in behaviors and actions that reflect positively on the teaching profession
- Seeks constructive resolutions to problems
- Completes his or her own work (does not cheat, plagiarize, lie, etc.)
- Exhibits fairness with one's students
- Shows respect for self and others

REQUEST FOR SUPPORT FORM

Student's Name_____   Date_____

MaineStreet ID#_____

Instructor's Name_____   Course_____

Advisor's Name_____

Columns checked should be documented.

PROFESSIONALISM	*MODERATE CONCERN	**HIGH CONCERN	COMMENTS/DOCUMENTATION
Commitment			
Responsible Behavior			
Professional Communication/Collaboration			
Confidentiality			
Professional Appearance			
Integrity/Honesty			
Action Taken			

ACADEMICS	*MODERATE CONCERN	**HIGH CONCERN	COMMENTS/DOCUMENTATION
Knowledge of Subject Matter			
Written Communication Skills			
Oral Communication Skills			
Action Taken:			

*<u>**Moderate Concern**</u> – The student's behaviors and attitudes make me wonder about future performance. These areas should be more closely monitored in both the university and PK-12 classroom.

<u>High Concern**</u> – The student's behaviors and attitudes cause me to question whether this student should be a teacher. The student does not pass the test of "would I want this person to teach my own children?" (Adapted from Emporia State University, Early Childhood/Elementary Teacher Education, 2008)

Additional Comments:

*<u>**Moderate Concern**</u> – The student's behaviors and attitudes make me wonder about future performance. These areas should be more closely monitored in both the university and PK-12 classroom.
<u>High Concern**</u> – The student's behaviors and attitudes cause me to question whether this student should be a teacher. The student does not pass the test of "would I want this person to teach my own children?"

Please return to: Assistant Dean for Academic Services

(Adapted from Emporia State University, Early Childhood/Elementary Teacher Education, 2008)

PROFESSIONAL GROWTH PLAN (PGP)

Name_____ Date_____

Goals:

Plan of Action: (Brief description of activities and timelines for achieving your goals.)

Evidence of Successful Achievement of Goals: (How will the Support Committee know you have successfully achieved your goals?)

Additional comments:

Date of next meeting (if needed) _____

Date of expected completion _____

	Date_____
Student signature	
	Date_____
Assistant Dean for Academic Services signature	
	Date_____
Instructor signature	
	Date_____
Advisor signature	

(Adapted from Kent State University, College of Education, Health & Human Services, 2006)

FOLLOW-UP TO PGP
(Completed by the Assistant Dean for Academic Services)

It is the teacher candidate's responsibility to provide the evidence certifying that the PGP goals have been successfully met within the time frame outlined in the PGP so that the teacher candidate can proceed through the program (advanced study, student teaching, graduation).

_____The candidate has successfully completed the PGP.
     Comments:

_____The candidate has not successfully completed the PGP.
     _____Candidate placed on probationary status within the College of Education and Human Development. Candidate cannot progress to next level of courses in his/her major, but will have one semester to successfully complete the PGP.
     _____Candidate is recommended for a change of program.
     _____Other: (please specify)

Assistant Dean for Academic Services:
     Name (Please print)_____
     Phone:_____   e-mail:_____

     Signature:_____   Date_____

Candidate:
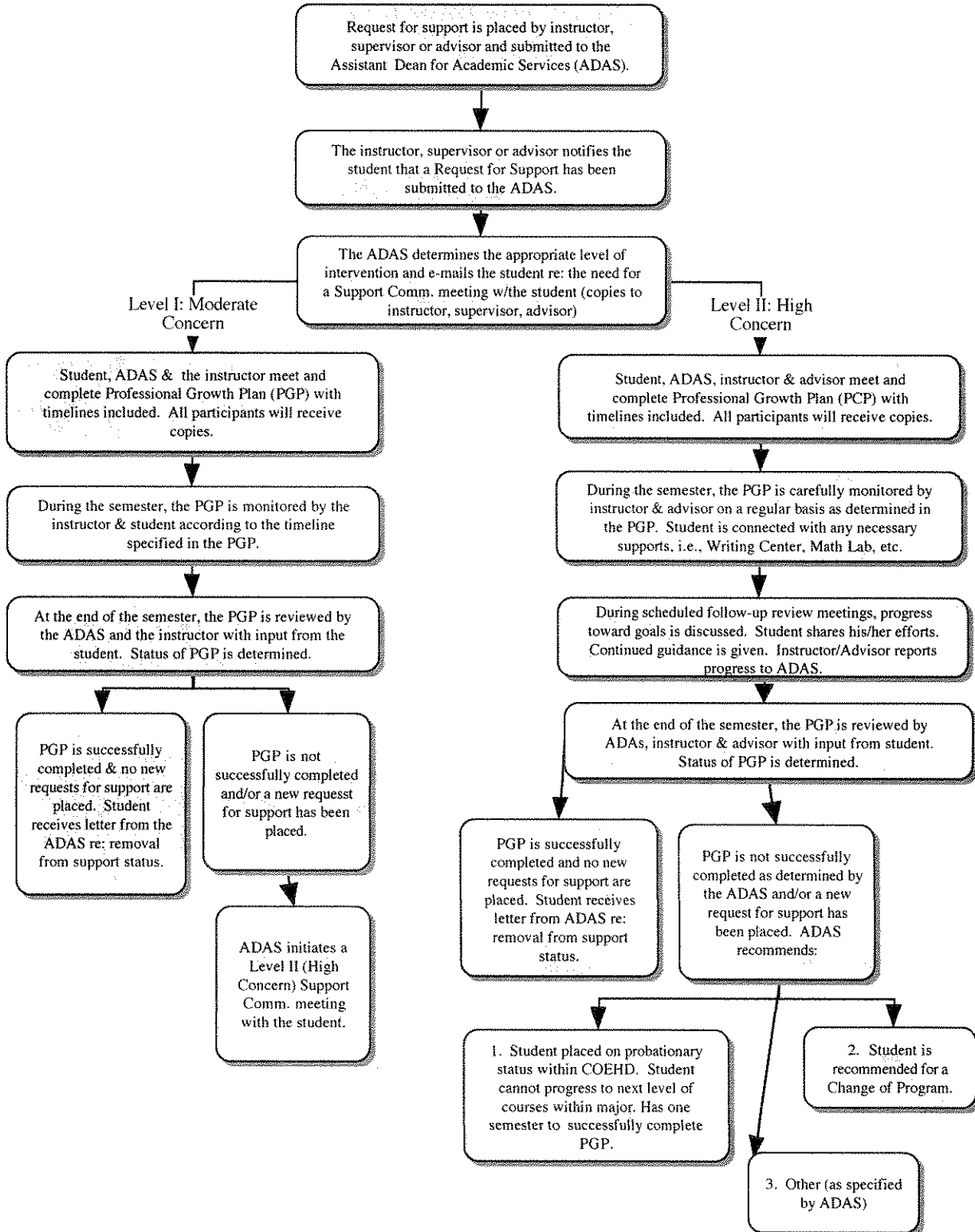   Name (Please print)_____

     Signature:_____   Date_____

Candidate's response: (optional)_____

_____

_____

_____

_____

(Adapted from Kent State University, College of Education, Health & Human Services, 2006)

TEACHER CANDIDATE PROFESSIONALISM

Students will read the Statement of Candidate Professionalsim and indicate they understand it by signing & returning form to EDH 100 instructor, to Advising Center, or to the Assistant Dean for Academic Services (ADAS).

STUDENT SUPPORT SYSTEM PROCESS

Request for support is placed by instructor, supervisor or advisor and submitted to the Assistant Dean for Academic Services (ADAS).

↓

The instructor, supervisor or advisor notifies the student that a Request for Support has been submitted to the ADAS.

↓

The ADAS determines the appropriate level of intervention and e-mails the student re: the need for a Support Comm. meeting w/the student (copies to instructor, supervisor, advisor)

Level I: Moderate Concern

Student, ADAS & the instructor meet and complete Professional Growth Plan (PGP) with timelines included. All participants will receive copies.

↓

During the semester, the PGP is monitored by the instructor & student according to the timeline specified in the PGP.

↓

At the end of the semester, the PGP is reviewed by the ADAS and the instructor with input from the student. Status of PGP is determined.

↓

PGP is successfully completed & no new requests for support are placed. Student receives letter from the ADAS re: removal from support status.

PGP is not successfully completed and/or a new requesst for support has been placed.

↓

ADAS initiates a Level II (High Concern) Support Comm. meeting with the student.

Level II: High Concern

Student, ADAS, instructor & advisor meet and complete Professional Growth Plan (PCP) with timelines included. All participants will receive copies.

↓

During the semester, the PGP is carefully monitored by instructor & advisor on a regular basis as determined in the PGP. Student is connected with any necessary supports, i.e., Writing Center, Math Lab, etc.

↓

During scheduled follow-up review meetings, progress toward goals is discussed. Student shares his/her efforts. Continued guidance is given. Instructor/Advisor reports progress to ADAS.

↓

At the end of the semester, the PGP is reviewed by ADAs, instructor & advisor with input from student. Status of PGP is determined.

PGP is successfully completed and no new requests for support are placed. Student receives letter from ADAS re: removal from support status.

PGP is not successfully completed as determined by the ADAS and/or a new request for support has been placed. ADAS recommends:

1. Student placed on probationary status within COEHD. Student cannot progress to next level of courses within major. Has one semester to successfully complete PGP.

2. Student is recommended for a Change of Program.

3. Other (as specified by ADAS)

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Addendum

Dispositions, Ethics and Professional Behaviors
Rationale Statement
Written by James Artesani
Associate Professor of Special Education

In a presentation at the 2008 Annual Meeting of the American Association of Colleges for Teacher Education (AACTE), Benninga, Diez, Dottin, Feiman-Nemser, Murrell, & Sockett (2008) suggested that dispositions form the "ethical and moral core" of teaching. Concern for the dispositions of teachers, however, is not a new concept. Katz and Raths (1985), endorsed dispositions as critical goals in education. Even earlier, Bloom and Krathwohl (1956), described dispositions or affect as a different, but not necessarily separate construct from knowledge and skills. Krathwohl, Bloom, & Masia (1964) furthered our understanding of dispositions by creating a taxonomy of educational objectives that focused on the affective domain. More recently, the growing concern for addressing dispositions in teacher preparation is illustrated in the increased amount of attention that this topic has received in the professional literature (Berko, Liston, & Whitcomb, 2007; Burant, Chubbuck, & Whipp, 2007; Damon, 2007; Diez, 2006; Osguthorpe, 2008; Sockett, 2006). Wilkerson and Lang (2007), however, warn that although teacher educators go to great lengths to measure the knowledge and skills acquired by candidates, such assessment often ignores or assumes the presence of values, beliefs, and attitudes, or "dispositions" associated with being a good teacher. These authors addressed their concerns around assessment through the creation of a standards-based model for obtaining valid measures of dispositions.

A number of professional organizations have attempted to better define dispositions and their role in education. In 1992, the Interstate New Teacher Assessment and Support Consortium (INTASC) created ten principles, each containing indicators that address dispositions (Council of Chief State Officers [CCSSO], 1992). Wilkerson and Lang (2007) provide examples of INTASC indicators for dispositions. Two examples of such indicators are as follows: "The teacher is sensitive to community and cultural norms." and "The teacher values critical thinking and self-directed learning as habits of mind." In 1996 AACTE empanelled the Teacher Education as a Moral Community (TEAMC), a task force designed to examine and make recommendations regarding the moral and ethical foundations of teaching. This committee continues to promote dialogue and action pursuant to the role of dispositions in the work of teachers and teacher educators. In recent years, the National Council for the Accreditation of Teacher Education (NCATE) has incorporated dispositions into its certification requirements. NCATE refers to dispositions as the "...values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth." To clarify their notion of dispositions, NCATE uses examples such as "...the belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment."

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In addition to dispositions, virtually all professions, including education, subscribe to a code of ethics, which guides their practice. In the field of education, a number of professional organizations and associations have created codes to guide and inspire values, attitudes and behaviors that promote effective and responsible practice. The 2003 Code of Ethics for the Association of American Educators describes ethical conduct toward students, practices and performance, professional colleagues, and parents and community. The National Educational Association (1975) concentrates on two broad principles, "Commitment to the Student" and "Commitment to the Profession" as the foundation of its Code of Ethics. At the local level, the Maine Educational Association Code of Ethics refers to "student learning and well-being, as well as "personal and professional standards that enhance the image of the profession."

Professional dispositions are certainly a concern in our nation's schools. The responsibility for educating our youth has become increasingly complex and challenging, given the rapid changes in our society and the increasingly diverse student population found in most of America's schools (Powell, McLaughlin, Savage, & Zehm, 2001). Such diversity includes, but is not limited to the areas of racial, ethnic, socio-economic status, sexual orientation and gender identification, and disability. In recent years, there has been a growing awareness and acceptance that along with meeting the academic needs of our students, schools must also play a larger role in supporting the social/emotional growth and well-being of students. In addition to the growing diversity within schools, the complex nature of "schooling" is exacerbated by the increasing numbers of students who come to school unprepared for the rising academic and social demands they encounter (Capaldi, DeGarmo, Patterson, & Forgatch, 2003; Elliott, Hamburg, & Williams, 1998; McEvoy & Welker, 2000; McWhirter, McWhirter, McWhirter & McWhirter, 2004; Rose & Gallup, 1998, 2006). In response to these and other challenges, schools are assuming a growing responsibility to provide safe and supportive school climates (Capuzzi, & Gross, 2004; Crone, Horner, & Hawken, 2004; Lane, Gresham, & O'Shaughnessy, 2002; Sprague & Walker, 2005; Walker, Ramsey, & Gresham, 2004), promote commonly held values (Curwin & Mendler, 2008; Edwards, 2008; Jones & Jones, 2007), and actively teach and reinforce effective social behaviors (Colvin, 2007; Oswald, Safran, Johanson, 2005; Walker, Shea, & Baurer 2006; Horner & Sugai, 2000, 2007). Clearly, there is a growing public and professional expectation that not only will "no child be left behind", but that schools will respond to the needs of the "whole child", which in turn requires teachers to link academic achievement to social/emotional development. As Walker and colleagues (2004) point out, schools are expected to lead students to high levels of academic achievement, but also guide their development in areas such as responsibility, conscientiousness, self-regulation, caring, and empathy. Arguably, teacher preparation programs should promote the development of candidate dispositions consistent with the ethical and moral codes of their profession, but also with an eye toward preparing candidates that can effectively support the social and emotional growth of their own students and contribute to the development and maintenance of safe and supportive schools.

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