COLLEGE OF EDUCATION

COURSE SYLLABUS

*The College of Education CARE’s – The College of Education is dedicated to the ideals of* ***C****ollaboration,* ***A****cademic Excellence,* ***R****esearch, and* ***E****thics/diversity. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow. For more information on the Conceptual Framework, visit:* [*www.coedu.usf.edu/main/qualityassurance/ncate\_visit\_info\_materials.htm*](http://www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.htm)

*The Elementary Education Program is a collaboratively developed elementary teacher education program delivered within a partnership with Hillsborough County Public Schools. The program is characterized by a high degree of coherence due to the ability to provide intensive and cohesive coursework and fieldwork opportunities to Residents and their Collaborating Teachers. The partnership uses the 4 I’s to conceptually guide the program:*

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| *·* | *Inquiry -* | *Effective teachers make use of multiple forms of data to make**systematic and intentional study a part of their teaching practice.* |
| *·* | *Integration -* | *Effective teachers know how to integrate content, including reading**and writing across the curriculum. Effective teachers connect theory**and practice.* |
| *·* | *Inclusion -* | *Effective teachers understand issues of equity and know how to**differentiate curriculum and instruction to accommodate diverse**students.* |
| *·* | *Innovation* ***-*** | *Effective teachers cultivate curiosity and creativity as well as advance teaching and learning through the use of technology.* |

## COURSE PREFIX AND NUMBER: EDE 4944/EDE 4940

**COURSE TITLE:** Level III Field Experience and Final Internship

**INSTRUCTORS:**

UTRPP Director:

Dr. Danielle Dennis Phone EDU 202 dennis@usf.edu

Faculty:

Dr. Rebecca West Burns Cell (484) 332-4634 EDU 202 rebeccaburns@usf.edu

Dr. Jeni Davis

Dr. Sarah vanIngen

Partnership Resource Teachers:

Mrs. Tracy Wulf Cell (813) 466-0136 Pizzo Elem tracy.wulf@sdhc.k12.fl.us

Mrs. Wendy Baker Cell (813) 431-7239 Pizzo Elem webaker@mail.usf.edu

Dr. Marc Summa Cell (813) 230-9272 Pizzo Elem summam@mail.usf.edu

Content Coaches:

Ms. Allison Papke Phone EDU 202 apapke@mail.usf.edu

Ms. Lakesia Dupree Phone EDU 202 ldupree@mail.usf.edu

Mr. Brian Flores Phone EDU 202 bmflores@mail.usf.edu

**COURSE PREREQUISITIES**: Successful completion of all required coursework and field experiences prior to date.

**COURSE DESCRIPTION:** This course is designed to support a yearlong full-day internship in a Residency Partnership school and to support the development of pedagogical content knowledge in literacy, science, and math. The Resident will demonstrate his or her ability to teach as described by the Florida Educator Accomplished Practices for Pre-Professionals as well as his or her readiness to assume the full span of job responsibilities that are expected of a teacher. Residents will focus on their professional development during final internship through inquiry, purposeful goal setting, data collection, and analysis on their teaching.

Overall, you will be expected to act as a professional, take initiative over professional learning, communicate your progress, systematically study your practice, reflect on your practice, read professional literature, and make connections between your experiences, coursework, and other literature you are reading.

**URBAN TEACHER RESIDENCY PARTNERSHIP PROGRAM (UTRPP) SCHOOLS (FINAL YEARS:**

**Mort Elementary**

1806 E Bearss Ave , Tampa, FL 33613 ‎

(813) 975-7373

**Witter Elementary**

10801 N. 22nd Street, Tampa, FL ‎33612

(813) 975-7383

**USF/Patel Elementary**

11801 Bull Run Dr, Tampa, FL 33617

(813) 983-3966

**Pizzo Elementary**

11701 Bull Run Dr, Tampa, FL 33617

(813) 987-6500

**MOSI Elementary**

4801 E Fowler Ave Ste 100. Tampa, FL 33617

(813) 983-3989

**Shaw Elementary**

11311 N. 15th St. Tampa, FL

(813) 975-7366

**COURSE HOURS/TIMES:** 2014

Regular Schedule

Mondays: 7:30 - 3:30 Residency Classrooms

Tuesdays: 7:30 - 3:30 Residency Classrooms

Wednesdays: 7:30 - 3:30 Residency Classrooms

Thursdays: 7:30 - 1:45 STEM (includes SCE 4310, MAE 4326, & STEM PLC)

 2:00 - 3:30 Seminar

Fridays: 7:30 - 3:30 Residency Classrooms

**COURSE HOURS/TIMES:** 2015

Regular Schedule

Mondays: 7:30 - 3:30 Residency Classrooms

Tuesdays: 7:30 - 3:30 Residency Classrooms

Wednesdays: 7:30 - 3:30 Residency Classrooms

Thursdays: 7:30 - 10:15 Teacher As Researcher

 10:30-12:00 Seminar

 12:45-3:30 Residency Classrooms

Fridays: 7:30 - 3:30 Residency Classrooms

\*\* Due to the fact that we are working with schools, dates and times are subject to change. Students will be notified of any changes.

**CONCURRENT COURSES: Fall**

TSL 4251 ESOL 3 (online)

MAE 4326 Math 2

SCE 4310 Teaching Elementary (K-5) School Science

**COURSE GOALS AND OBJECTIVES:**

As a result of the final internship, each student will be able to:

1. Plan and implement lessons and units that demonstrate skills of planning and knowledge of subject matter and pedagogical content knowledge.
2. Model a variety of teaching techniques and strategies that reflect knowledge of human development and learning, the ability to respond to students’ diverse cultural strengths and learning needs, and skills to promote critical thinking and design positive learning environments that result in student learning.
3. Assess and report students’ learning using both formative and summative processes and then use that information to further plan or refine instruction.
4. Use a variety of technologies to access information for the classroom, enhance instructional presentation, and assess student learning.
5. Demonstrate adherence to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
6. Use effective verbal and non-verbal communication skills with students, families, and others from multiple cultural contexts within the education system.
7. Work with various education professionals, parents, and members of the community to improve educational experiences at school.
8. Demonstrate professional behaviors related to attendance, record-keeping, responsibility, enthusiasm, emotional balance, and positive role modeling.
9. Engage in continuous self-reflection, respond to critical feedback, and refine individual performance on the basis of feedback and reflection.

**6b. IN-PROCESS Course Goals and Objectives:**

1. Guided by state standards, the Resident will apply concepts from human development and learning theories to co-plan and co-teach coherent, data-driven sequenced instruction that acknowledges student differences and leads to student mastery (FEAP 1a, 1b, 1c, 1d, 1e, 3c, 3h, 3d; CF 2, 5, 6; ACEI 1.0, 3.1, 3.2).

2. The Resident will use a variety of research-based instructional strategies (e.g. cooperative learning, hands-on experiences, modeling, think-alouds, content area literacy strategies, integration, higher order questioning, centers, assistive technologies) and resources to co-plan and co-teach effective instruction for diverse learners (FEAP 1f, 2h, 2i, 3a, 3b, 3e, 3f, 3g; CF 2, 5, 6; ACEI 3.1, 3.2, 3.3, 3.4).

3. The Resident maintains a management system that promotes a supportive, safe, organized, and efficient student-centered learning environment respectful of learner differences (e.g. cultural, familial, linguistic, ability) (FEAP 2a, 2b, 2d, 2f; CF 2, 5, 6; ACEI 1.0, 3.2)

4. The Resident will use and model clear, acceptable oral and written communication (FEAP 2e; ACEI 3.5).

5. The Resident will integrate current information and communication technologies to support teaching and learning and organize data for collaboration with parents, administrators, and other instructional personnel (FEAP 2g, 4e, 4f; CF 3; ACEI 3.5)

6. The Resident will differentiate instruction and assessment to accommodate a variety of learning styles and varying levels of knowledge and set high expectations for all learners, including ELLs, ESE, and gifted learners (FEAP 2c, 3a, 3d, 3g, 3h, 4d; ESOL 5.1d, 5.1e, 5.3c, 5.3e; CF 2, 5, 6; ACEI 1.0, 3.2, 4.0).

7. The Resident will align learner objectives with a variety of formative and summative assessments to diagnose students’ learning needs, provide specific feedback, and adjust instruction to promote mastery among all students, including ELLs, ESE, and gifted learners (FEAP 3i, 3j, 4a, 4b, 4c; ESOL 5.1a, 5.1b, 5.1c, 5.3a, 5.3b, 5.3d, 5.3f; CF 2, 5, 6; ACEI 3.2, 4.0).

8. The Resident will use inquiry and incorporate reflection, data informed research, collaborative partnerships, and professional growth opportunities to set purposeful goals that drive professional development (FEAP 5a, 5b, 5d, 5e; CF 1, 4; ACEI 5.1, 5.2).

9. The Resident will collaborate with school personnel to enhance academic achievement through participation a variety of school-based initiatives (e.g. RtI, PLC’s, school improvement committees, team meetings, and faculty meetings) (FEAP 4e, 5c; CF 1; ACEI 5.1, 5.2)

The Resident will adhere to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public, and the education profession (FEAP 6; CF 5; ACEI 5.1).

**COURSE REQUIRED TEXTS AND MATERIALS:**

*Required Texts:*

Dana, N. & Yendol-Hoppey, D. (2008). *The reflective educator’s guide to classroom research, (2nd Ed.).* Thousand Oaks, CA: Corwin Press.

Esquith, R. *Real talk for real teachers: Advice for teachers from rookies to veterans: ‘No retreat, no surrender!’* Penguin Group.

Burgess, D. *Teach like a pirate: Increase student engagement, boost your creativity, and transform your life as an educator.* Dave Burgess.

Chapman, C. M. *Differentiated assessment strategies.* Corwin Press.

Zwiers & Crawford. *Academic conversations: Classroom talk that fosters critical thinking and content understanding.* Stenhouse Publishers.

Textbooks, supplemental readings, and coursework from SCE: 4310, MAE: 4310, and **ALL** literacy courses.

Texts and other literature that relate to your inquiries.

Texts and other literature that are being read as school-wide book studies.

*Required Materials:*

Professional Web Space – Maintenance of your digital identity through your professional web space and social media tools

Digital Video Recording Device (e.g. iPhone, iPad, Flip Cam)

Digital Video Recording Device Holder (e.g. tripod, Swivvl)

*Access to:*

Studiocode or other  video analysis software (e.g. iMovie). We will discuss this technology at seminar. It is not necessary to purchase at this point.

*Additional Readings or Books as Assigned.*

**COURSE EXPERIENCES AND EXPECTATIONS:**

**Rotations in the Content Areas: Content Coaching Lesson Planning & Reflection**

In order to support you on your professional journey, you will be supported by content coaches in literacy, science, and mathematics. Throughout the duration of this year, you will engage in content rotations that will offer you time and a space to implement the literacy-, science-, and mathematics practices you are learning in your coursework. You will engage in a variety of experiences including but not limited to teaching cycles, co-planning, co-teaching, and reflecting on your practice. It is expected that you are prepared. **If you are scheduled to have your coach visit you and an extenuating circumstance arises that changes your ability to teach the lesson(s), you MUST contact your coach, CT, and PRT IMMEDIATELY.** **Your coach should not arrive to your classroom unaware that you will not be teaching.** Communication is imperative in helping to maximize your learning experience. You are responsible for communicating regularly with your PRT, CT, and Content Coach to make sure that all parties stay informed in order to best meet your needs.

**Assuming Increasingly Greater Classroom Responsibility:**

In the Residency Partnership, we advocate a co-teaching model, meaning residents should be learning at the elbow of their collaborating teachers and where both collaborating teacher and resident are engaged working with children. Assuming greater responsibility does not imply that the Resident will be teaching alone most of the time. Assuming greater responsibility implies that the lead responsibility for planning instruction and for delineating the instructional roles of all the professionals in the classroom shifts from the collaborating teacher to the resident gradually over time. The normal expectation would be that the resident would be leading the planning with the continued support and guidance of the CT and would play the major role in the implementation of those plans. Keep in mind that shifting lead responsibility varies from classroom to classroom depending on the judgment of collaborating teachers in consultation with the PRTs.

**Lesson Planning:**

You must be prepared to teach for all lessons in which you are the lead co-planner and co-teacher by writing lesson plans for all lessons. Your plans may take many forms. You must share those plans with your CT, coach, and your PRT in a time frame agreed upon by their preference. Keep in mind that just as we advocate differentiation for the K-12 student, each of you is a unique learner. Therefore, your classroom experience is unique to you and we may differentiate per our discretion. Any lessons that will be formally observed by your PRT or Content Coach must include a completion of the formal lesson plan template found at<http://www.coedu.usf.edu/main/departments/ce/elementary_education/bachelors-supervisor-forms.php>. These lesson plans must be submitted to your PRT, your Collaborating Teacher, and your content coach through a medium of their preference and at least 24 HOURS in advance. Following these lessons, you must post a lesson reflection and analysis on your web space using the guidelines found at<http://www.coedu.usf.edu/main/departments/ce/elementary_education/bachelors-supervisor-forms.php>. This reflection should also connect what you are seeing and experiencing in the classroom with your current and previous university coursework. This is your weekly Reflect and Connect. We expect that you will be sharing the responsibility of teaching in the classroom, so these post lesson Reflect and Connects should be happening in tandem with your lesson planning and teaching.

These projects have been approved through the Hillsborough County Public Schools Research Review process.  Note that individual student information is protected under the Family Educational Right and Privacy Act (FERPA). The University of South Florida and the Hillsborough County Public Schools both want to ensure that students¹ records are protected and that teachers and potential teachers have the most appropriate training opportunities. Student information (K-12) collected for this task will NOT include information that identifies the individual student and any information/data collected will NOT be retained (e.g., videos with students in them, copies of student work, audio recordings of student interviews, etc.) past the completion of the course and the assignment of a grade by the instructors/professors.

**Midterm Goal Setting and Final Evaluation Conferences:**As a professional, you are required to make accurate claims about your teaching based upon evidence of your performance, and the Midterm Goal Setting Conference and the Final Evaluation Conference are the forums for doing so.

*Midterm Goal Setting Conference:* At the midpoint of the semester, you will meet with your CT and PRT to discuss your progress and establish goals for the remainder of the semester. Your content coaches may also offer some thoughts, suggestions, and feedback to these conferences that could contribute to the goal setting conference. **You should come prepared to this conference having completed the USF Intern FEAP Formative Assessment form.** You should support your self-evaluation with evidence from your teaching. If you have been posting to your blog consistently, then data will be easier to retrieve.

*Final Evaluation Conference:* You will engage in the same process at the end of the semester, but the focus will be on a summative evaluation of your performance over the semester. You will complete the FEAPs Performance Alignment page on your web space by making a claim for each FEAP and then supporting your claim with evidence through a written reflection that incorporates hyperlinks to your individual blog entries that support this FEAP. Your professional self-evaluation of your performance will be considered in your overall ability to pass this course. You can consider this aspect of your Electronic Portfolio to be your final examination, and you should base your self-evaluation on the USF Intern FEAP Summative Assessment form from your FEAPs Performance Alignment page. Please bring a copy of this form to your Final Evaluation Conference.

You need to come prepared to both the Midterm Goal Setting Conference and the Final Evaluation Conference to speak intelligently and accurately about your performance by articulating the connection between your performance and the FEAPs and posting those connections to the FEAPs Performance Alignment page of your web space. Failure to be prepared will result in your grade being lowered.

**Professional Participation Face-to-Face and Online:**

Your preparation for and participation in classrooms, seminar, and out of class are important aspects of your involvement in this course and your growth as a professional in the 21st Century. You will be expected to contribute thoughts and ideas to others’ blog posts and other social media interactions. It is expected that you attend all classes, come to each class having read the assigned readings carefully, and participate actively in all learning activities including online discussions and activities. Assigned readings may come from any of the instructors, the syllabus, peers, and/or a schedule created by the individual and/or other peers. By sharing, we stimulate the thinking and learning of others and ourselves. You will earn participation points by being well prepared and participating both verbally and nonverbally in small and large group class activities and by participating regularly in online activities. Unexcused absences or repeated lateness will result in the loss of one letter grade in class participation.

**The Completion of the Electronic Portfolio**:

As you prepare to enter the workforce, it is imperative that you can develop, understand, and communicate your knowledge, skills, beliefs, and practices as a professional. The Electronic Portfolio is a space for capturing the essence of who you are as a professional and expressing your digital identity. The Electronic Portfolio is the creation and maintenance of your professional web space. At a minimum, your professional web space consists of a home informational page, a platform of beliefs page, a resume page, a blog, and a FEAPs Performance Alignment page. Your web space should be thoughtful, thorough, and professional. Remember, this is a reflection of you as a teacher in the 21st Century.

* + *Home Informational Page:* This page should be an introduction to who you are as a person and as a teacher. The reader should have an overall sense of you as a professional.
	+ *Platform of Beliefs Final:* You are required to look across all of your belief statements from all of your coursework (you have already done this). You will then write a final reflection that offers a teaching statement of who you are as an educator. You will reflect on how you arrived at this statement. What changes, if any, have occurred throughout your experiences in UTRPP? What informs or has influenced your teaching statement? What have you learned about becoming a professional educator in UTRPP?
	+ *Resume:* You will create a resume and post it in your web space.
	+ *Blog:* You will need to show evidence of your progress so the depth to which you gather data will contribute to your success not only in this course but as a professional as well. You should gather artifacts data that will help document your progress towards your goals. All artifacts should be posted to your blog, described, and tagged appropriately.
	+ *FEAPs Performance Alignment:* Due at Final Evaluation Conference

Please remember that the webspace and other social sites are public spaces. Therefore, you need to use your professional judgment regarding what is suitable to be published. Due to the public nature of the forum, we recommend that you edit your work prior to publishing it. **You are required to send home, collect, and maintain records for the UTRPP Media Release Form.** No student faces or names including names of teachers, administrators, peers, and faculty should ever be used. Pseudonyms should be used if you feel the desire to use a name, and if pictures or videos are posted, please blur faces.

**Inquiring into Your Practice: Conducting a Formal Teacher Inquiry**

You will be required to develop, carry out, and share a teacher inquiry that focuses on wonderings about some aspect of your teaching practice. You will learn how to conduct teacher inquiry through readings and through the teacher inquiry seminars described above. You will share your teacher inquiry in two forms: a written paper and in the form of a **20 minute** presentation. If the written paper is not acceptable in the form in which it is presented, you will have the opportunity to rework it for final publication. This assignment is part of your Teacher as Researcher course. More information regarding this course will follow.

**COURSE SCHEDULE FOR SEMINAR MEETINGS (TENTATIVE)**

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| **Date** | **Topics** | **Assignments** |
| Monday, August 4thNature’s Classroom8:00 - 3:30 | UTRPP Summer Workshop |  |
| Wednesday, August 6thPatel | Patel Residents School-Wide Book Study*Differentiated Assessment Strategies* |  |
| Thursday, August 7thMort  | Mort Residents School-Wide Book Study *Teach Like a Pirate* |  |
| Monday, August 11th - Monday, August 18th7:30 - 3:30 | Report to Your School for Pre-Planning WeekEngage in all pre-planning activities alongside your CT |  |
| Tuesday, August 19th | The First Day of School for Students |  |
| Thursday, August 28th2:00 - 3:30 | Seminar - Peer Mentoring, UTRPP Social |  |
| Monday, Sept. 1st | Labor Day - No School |  |
| Thursday, Sept. 4th | SeminarIntroduction to the CourseBig/Little Social? |  |
| Thursday, Sept. 11th | Seminar What is Teacher Inquiry? | Dana & Yendol-Hoppey Chapter 1KWL Chart |
| Thursday, Sept. 18th | SeminarFinding a Wondering | Dana & Yendol-Hoppey Chapter 2 |
| Thursday, Sept. 25th | Seminar |  |
| Thursday, Oct. 2nd | SeminarFinding a Wondering Cont.Collaboration and Inquiry | Dana & Yendol-Hoppey Chapter 3 |
| Thursday, Oct. 9th | Seminar |  |
| Thursday, Oct. 16th | SeminarUsing Research to Guide Practice  |  |
| Monday, Oct. 20th | Non-Student Day - Your Responsibilities are To Be Determined |  |
| Thursday, Oct. 23rd | Seminar |  |
| Week ofOct. 27th | Midterm Goal Setting Conferences with CT and PRT begin. | Complete appropriate forms and share them with your CT and PRT by conference date.Come prepared to talk about your progress.  |
| Thursday, Oct. 30th | SeminarUsing Research to Guide Practice |  |
| Thursday, Nov. 6th | Seminar | Annotated Bibliography Due |
| Tuesday, Nov. 11th | Veterans Day, No School  |  |
| Thursday, Nov. 13th | SeminarDeveloping your Inquiry Research Plan | Dana & Yendol-Hoppey Chapter 4 |
| Thursday, Nov. 20th | Seminar |  |
| Monday, Nov. 24th-28th | Thanksgiving Break, No School |  |
| Monday,Dec. 1st | HCPS Resumes - Report to Classrooms |  |
| Week of Dec. 1st | Semester Final Evaluation Conferences with CT and PRT begin.  | Come prepared to talk about your progress. Have evidence from the fall semester posted on your web site towards your FEAP framework. Be prepared to talk about goals for spring semester. |
| Thursday, Dec. 4th | SeminarResume Writing Workshop | Inquiry Brief Due |
| Thursday, Dec. 11th | Seminar |  |
| Friday, Dec. 19th | Last Day of Classes before Winter Break |  |
| Monday, Dec. 22nd - Fri. Jan. 2nd | Winter Break, No School |  |
| Monday, January 5th | Report To Your SchoolFirst Day Back |   |
| Thursday, January 8th | SeminarLetter of Interest Writing Workshop | Resume Due - Posted to Web Space |
| Thursday, January 15th | Morning MeetingBook Study BeginsCFG- Critical Friends Group |  |
| Monday, January 19th | No School or Class –Martin Luther King Jr. Holiday |   |
| Tuesday, January 20th  | Non-Student Day – Location and Responsibilities for the day are to be announced |   |
| Thursday, January 22nd  | Midterm Goal Setting Conferences with CT and PRT begin. Schedule final evaluation date and time 3/30-4/14 | Complete appropriate forms and share them with your CT and PRT by conference date. Come prepared to talk about your progress. |
|  | You will be required to take your FCTE tests and submit your scores to the USF Internship Office. Be on the lookout for emails from the Internship Office for this information and for all requirements. We will be giving you a professional day for taking these tests. You will need to let your PRT, CT, and Coach know when you are taking this day. |  |
| Thursday, January 29th | STEM Fair Preparation with Michele Wiehagen and Jeni Davis |  |
| Wednesday, February 4th  | STEM Fair - Responsibilities to be announced |  |
| Thursday, February 5th | Morning MeetingBook Study CFG- Critical Friends Group |  |
| Friday, February 6th  | Non Student Day - Responsibilities to be announced |  |
| Thursday, February 12th  | Morning MeetingBook Study CFG- Critical Friends Group |   |
| Thursday, February 19th  | Guest Presenter: TBDWhat is she looking for in a potential candidate? Suggestions and Recommendations for Interviewing |  |
| Thursday, February 26th | Morning MeetingBook Study CFG- Critical Friends Group |  |
| Thursday, March 5th  | PDS National Conference - No Seminar Face to Face; Individual Time to work on Claims and Evidence (March 5th - 9th) |  |
| March 9th – March 13th  | HCPS Spring Break - To be discussed |   |
| Monday, March 16th | Classes and Normal Schedule Resumes |   |
| Thursday, March 19th  | Morning MeetingBook Study CFG- Critical Friends Group |  |
| Thursday, March 26th  | SeminarFinal Evaluation Conferences with CT and PRT begin. Your paperwork should be completed and turned in to both your collaborating and PRT before your conference by a mutually agreed upon time and day. You should be prepared to speak about and even lead the conference on your performance by sharing claims about your performance and supporting them with evidence. You also should share ahead of time your blog entry that makes claims about your performance under each of the FEAPs. This blog entry needs to incorporate hyperlinks to other blog entries that are evidence of your claims about your performance. |  Be able to provide Electronic Portfolio & Reflection Due on the Date of Your Final Evaluation Conference |
| Thursday, April 2nd   | Morning MeetingBook Study CFG- Critical Friends Group  |  |
| Friday, April 3rd  | Non-Student Day - Responsibilities to be Announced |  |
| Thursday, April 9th  | Morning MeetingBook Study CFG- Critical Friends Group |  |
| Thursday, April 16th  | Books Study Dissemination |  |
| Thursday, April 23rd  | Book Study Dissemination |  |
| Monday, April 27th7:30 - 3:30 | USF Inquiry Conference\*\*\* TENTATIVE \*\*\* This date and time are subject to change. |  |
| Tuesday, April 28th – Friday, May 1st  | Classrooms every day, all day 7:30 – 3:30 |   |
| Saturday, May 2nd  | Graduation |  |
| Monday, May 4th 2:30 - 4:30MOSI | UTRPP Professional Induction Ceremony |  |

\*\*\* Due to the dynamic nature of working in and with schools, all dates, times, and topics are subject to change. Students will be notified of changes as they occur.

**EVALUATION OF STUDENT OUTCOMES**:

This course is a performance based, process oriented course which focuses on the resident’s teaching capability demonstrated through his/her performance in multiple domains of planning, teaching, reflecting on teaching, and assuming a professional identity, thus making assessment and evaluation of the resident’s performance complex. Assessment cannot be reduced to a finite, precise numerical measurement as is often possible with test or paper-based courses. Capturing both the science and the art of teaching requires self-reflection on the part of the resident and sophisticated professional judgment on the part of the collaborating teacher and PRT informed by observation. Though the PRT and collaborating teacher will provide continuous feedback and support when needed, the burden for self-analysis and continually seeking ways to improve his/her teaching performance rests primarily on the shoulders of the intern.

Because we function in the context of a university that uses grades, we must assign a grade at the end of the semester. Your grade is composed of both your performance in the classroom and your completed assignments. The performance grade will be determined in consultation with you, your collaborating teacher, your content coach, and your PRT. However, the final responsibility for assigning the grade rests with the PRT. All practicum objectives, assignments, on-site requirements, and attendance and participation criteria must be met.

Poor evaluations by PRTs, collaborating teachers, content coaches, unprofessional teaching behaviors, and/or failure to complete assignments in a timely, professional, and satisfactory manner may be cause for an unsatisfactory grade of below a C, the extension of the field assignment, and/or repeating the practicum.

Evaluation will be holistic, covering the entire experience. This will include (but is not limited to): university supervisor’s observation notes, lesson plans, weekly reflections, videos, seminar assignments, attendance records, teacher interviews, and participation. Grading will be A-C (pass) or D/F (fail).

\*\* **Residents who have not turned in all assignments by the last day of class prior to exam week or posted the Critical Assignments on Chalk and Wire will receive an “F” (fail).**

**GRADING CRITERIA**:

The following descriptions are general guidelines for determining the course outcome of passing/ failing:

A-C: Consistent, active and thoughtful participation each day in both the classroom and in seminar discussions/ activities. Excellent quality and serious thought put into each assignment. Professional growth is evident, as indicated on the midterm and final observation forms, as well as on weekly reflections as assessed as “Developing” or higher.

D or F: Inconsistency of participation in the classroom or seminar, assignments that are incomplete or poorly done, failure to complete course objectives, requirements, or expectations, or the inability to perform in a satisfactory manner in the internship experience (documented by an unsatisfactory final evaluation form from the university supervisor or the classroom teacher.

|  |
| --- |
| A- 90-100% |
| B- 80-89% |
| C- 70-79% |
| D- 60-69% |
| F- 60% or Below |

**GENERAL POLICIES:**

**Professional Conduct:**

You are a professional and we, in the Urban Teacher Residency Partnership Program, expect you to conduct yourself in that manner during all activities associated with this course, including class and on-line discussions, and out of class assignments. Appropriate interactions between and among students and instructor are expected at all times. Disruptions to the academic process will result in appropriate disciplinary action as will plagiarism in any form. All work must be duly cited, APA style. No make-up work or extra credit will be given.

Attendance is a professional expectation. Because much of the learning is designed for group activities, your attendance is required. If you will not be in class, you are responsible for notifying the instructor prior to the class time by email or voice mail. It is also your responsibility to get the missed content from another student. Any absence, regardless of reason, will result in loss of participation points and may not be made up. Students are allowed one absence without the overall course grade being impacted. Subsequent absences will result in the course grade being lowered by one letter grade for each absence.

Prompt arrival to class is also a reflection of involvement and professionalism. Because many extraneous factors can influence arrival time, two tardies (30 minutes or less) can be overlooked. However, beyond two, your class participation points, and ultimately, your final grade will be negatively impacted. Missing more than 30 minutes of class will be considered an absence.

We expect you to complete all assignments punctually and professionally as a natural part of your transition from being a student to becoming a professional teacher. Late assignments may result in a reduced grade. Assignments should be professional in appearance and free from any mechanical errors. Assignments are due on the specified date and will not be accepted past the due date. Computer crashes without backup or lack of printer ink do not constitute excuses for not submitting work on time.

**Academic Integrity:**

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The University of South Florida, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others. All work that is based on the ideas of others must be properly cited.

**Academic Disruption:**

Academic disruption is defined as the acts or words of a student in the classroom or teaching environment which directs attention from the academic matters at hand, such as: noisy distractions; persistent, disrespectful or abusive interruptions of lecture, exam or academic discussions; or actions that present a danger to the health, safety or well being of the faculty member of students.

**Academic Dishonesty:**

Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public-at-large, must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work.

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit to SafeAssignment.com, or 3) ask students to submit their assignments to SafeAssignment.com through myUSF. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.

Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, and the "F" shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of "F" of "FF" (the latter indicating dishonesty) in the course.

**Web Portal Information:**

Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.acomp.usf.edu." Every official USF correspondence to students will be sent to that account. Go to the [Academic Computing](http://www.acomp.usf.edu) website and select the link "Activating a Student E-mail Account" for detailed information.  Information about the USF Web Portal can be found at: [http://www.acomp.usf.edu/portal.htm](http://www.acomp.usf.edu/portal.html).

**ADA Statement:**

Students in need of academic accommodations for a disability may consult with the office of Services for Students with Disabilities to arrange appropriate accommodations. Students are required to give reasonable notice prior to requesting an accommodation.

**USF Policy on Religious Observances:**

*Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.*

The Family Educational Rights and Privacy Act (FERPA) is a Federal law designated to protect the privacy of a student’s education records and academic work. The law applies to all schools and universities which receive funds under an applicable program of the U.S. Department of Education and is applicable to students at USF as well as the students in our partnering schools. All files, records, and academic work completed within this course are considered educational records and are protected under FERPA. It is a student’s right to expect that any materials you submit in this course will not include names or other identifying information.  The exception will be only when you have given written consent.

**Regarding the Use of Video, Audio, and Still Images:**

Student information is protected under the Family Educational Right and Privacy Act (FERPA). The College of Education at the University of South Florida wants to ensure that students’ records are protected and that teachers and potential teachers have the most appropriate training opportunities.

Candidates must adhere to the FERPA statute that can be found at http://www.edlgov/policy/guid/fpco/ferpa/index.html as well as district policy with regard to the use of video, audio, and images of students. Additionally, candidates who are enrolled in a course that has received district permission to video record, audio record, and/or take images of students, must obtain permission from the collaborating teacher and parents/legal guardian (when required by school district policy). If permission is granted using the district’s procedure, the audio recordings, video recordings, and images must be used only for educational purposes. Only personnel with legitimate educational interests [such as other students in my university class, my university course instructor, my mentor teacher (your child’s teacher), program accreditors] will view and/or listen to these recordings and/or still images. Portions of recordings and still images may be maintained in a portfolio as evidence of teaching competence that may be shared with educational institution. Regardless of school policy, it is not permissible to make available the audio tape, video tape, or images to anyone other than those parties listed above. When referring to students in the written or oral assignment, reference should be made to the student(s) by a pseudonym.

Audio recordings, video recordings, and/or images should not be posted or stored on any electronic medium that has the potential to be viewed by any individuals other than those for whom they were intended in order to complete the assignment. Media may not be used for professional presentations, bulletin boards, Facebook, You Tube, or any non-secure, non-password protected web site and/or venue that will violate students’ privacy without student and parental written permission.

**Florida Department of Education**

**Accomplished Practices—Pre-professional Level**

The following Accomplished Practices must be demonstrated prior to graduation from the program.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

a. Aligns instruction with state-adopted standards at the appropriate level of rigor;

b. Sequences lessons and concepts to ensure coherence and required prior knowledge;

c. Designs instruction for students to achieve mastery;

d. Selects appropriate formative assessments to monitor learning;

e. Uses diagnostic student data to plan lessons; and

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

a. Organizes, allocates, and manages the resources of time, space, and attention;

b. Manages individual and class behaviors through a well-planned management system;

c. Conveys high expectations to all students;

d. Respects students’ cultural linguistic and family background;

e. Models clear, acceptable oral and written communication skills;

f. Maintains a climate of openness, inquiry, fairness and support;

g. Integrates current information and communication technologies;

h. Adapts the learning environment to accommodate the differing needs and diversity of students; and

i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;

b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

c. Identify gaps in students’ subject matter knowledge;

d. Modify instruction to respond to preconceptions or misconceptions;

e. Relate and integrate the subject matter with other disciplines and life experiences;

f. Employ higher-order questioning techniques;

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and

j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;

b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s); and

f. Applies technology to organize and integrate assessment information.

5. Continuous Professional Improvement. The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;

b. Examines and uses data-informed research to improve instruction and student achievement;

c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;

d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;

e. Engages in targeted professional growth opportunities and reflective practices; and

f. Implements knowledge and skills learned in professional development in the teaching and learning process.

6. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.



**Candidate Social Media Policy**

**College of Education**

**University of South Florida**

It is understood that candidates might use social media and networking sites, message boards and other forums, personal websites, and blogs, but it is important to use these sites with caution to avoid damage to your reputation, the school district to which you are assigned, and/or the reputation of the College of Education and the University of South Florida.

Candidates need to set appropriate limits between their personal and public online practices. Candidates need to understand that even though one believes information posted is “private” it often becomes public without one’s consent. Candidates are encouraged to carefully review and set privacy settings and be extremely careful as to what is posted. Anonymous posts can be tracked back to the candidate and there is no such thing as a private website or post. Just because information and pictures are deleted, archival systems save deleted information and it has the potential to resurface later. And remember, it is not just what you post, but what others might post on your site. Be certain that teachers and teacher candidates are held to a much higher moral standard than the general public and persons in many other professions.

When making posts to social media and other forms of communication always be honest about your identity and never pretend to be someone else and make derogatory posts about students, school teachers and other school personnel, peers, professors, pK-12 schools, the College of Education, and/or the University of South Florida.

Candidates are discouraged from including students as “friends” or “followers” (or any other similar terms that sites might use) at the school at which he/she is assigned or has been assigned. This not only includes students to whom you are assigned, but anyone at the school. In some cases the school district will forbid it, and going against their policy will be grounds for dismissal from the school, the district, and/or the College of Education at the University of South Florida. If the school allows it, the proper procedures that the school has implemented must be followed which might mean written permission slips from parents or legal guardians.

Again, the candidate should never make posts that violate school districts policy. Further, never disclose confidential information obtained during the course of the school placement or after the placement has been concluded about students, their families, or the school district. Doing so could lead to disciplinary action by the district, including removal from the placement in the district. It is possible that an improper posting could lead to dismissal from the College of Education at the University of South Florida.

*My signature indicates I have read this document and have had the opportunity to ask questions about the contents.*

*Name (print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ UID \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Major \_\_\_\_\_\_\_\_\_\_\_\_*

*Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

# Approved by Faculty Council April 18, 2014

# College of Education

**Professional Disposition and Ethical Practices Standards**

**Policy and Procedures**

The [***CONCEPTUAL FRAMEWORK***](http://www.coedu.usf.edu/main/qualityassurance/documents/CFFINALDOCUMENTREVISION091013_000.pdf) of the College of Education, which establishes the goals, outcomes, and philosophies that guide the college’s educator preparation programs, defines “**dispositions**” as: “…*the habits of mind and commitments that lead to intentional, conscious, and voluntary patterns of behavior toward students, families, colleagues and communities*.”

The **Council for Accreditation of Educator Preparation** (CAEP, formerly known as the National Council for Accreditation of Teacher Education - NCATE), a national organization that confers professional accreditation to schools, colleges, and departments of education, expects institutions to assess professional dispositions based on observable behaviors in educational settings (*NCATE Standards, Procedures and Policies*, 2008).

**College of Education Professional Dispositions**

The College of Education (COEDU) is committed to helping each student successfully learn and adopt professional dispositions and ethical practices as they prepare to become future educators or aim to enhance their knowledge and abilities. The dispositions identified in the COEDU conceptual framework are:

**Commitment to collaboration**

Education professionals must work together with their professional colleagues in schools and agencies, as well as with students, families, and communities to achieve common goals and solve problems. Collaboration is founded upon the intentional seeking out of the opinions, expertise, and knowledge of others, consideration of all points of view, and a willingness to compromise to reach common goals.

**Continuous professional learning**

To meet high standards of instruction and service, and to assist those served to achieve their full potential, education professionals must strive to increase their own knowledge and skills. They continuously improve their own practice through self-assessment, progress monitoring and consultation and collaboration with colleagues. They remain current with theory and practice in their field and with technological innovations.

**Reflective thinking**

Education professionals engage in active analysis of information and data acquired through inquiry and practice. Reflective thinking results in careful deliberation and reasoning in making decisions and in choosing courses of action in instruction and service. Educators also critically examine the personal and social contexts in which they practice.

**Respect for diversity**

Education professionals treat all individuals equitably and fairly. Their interactions with colleagues, families, and community reflect sensitivity to diverse values, norms, and points of view. They engage in practices that promote opportunities for learning and development among the diverse array of students they serve.

**Ethical responsibility**

Education professionals are guided by a commitment to adhere to professional codes of behavior. They hold themselves to high standards of conduct in their interactions with students, colleagues, families, and the community.

**Care and advocacy for students**

Education professionals take an active interest in the physical, emotional, and intellectual health, well-being and growth of students served. They take appropriate steps to intervene when student health or well-being is in jeopardy, and support and encourage students to reach their full potential.

Please see **Appendix A** for sample indicators that further elaborate the intent of each of these dispositions, and for any additional expectations for professional behaviors identified by the program. (*The appendix will be filled in specifically by program/department to identify what they believe these dispositions should “look like” for their students, and identify any other aspects of professional behavior not included above, i.e. punctuality, appropriate dress, etc*.)

**Unacceptable professional disposition, ethical practice, or behavior, as judged by the program faculty, may jeopardize a candidate’s progress in or completion of the degree program.**

The College of Education’s *Professional Disposition and Ethical Practices Standards Policy* is consistent with the following documents that outline expectations for students’ and professional educators’ behaviors and ethical practices:

* *Florida Department of Education Principles for Professional Conduct for Education Profession in Florida*

[*http://www.fldoe.org/edstandards/code\_of\_ethics.asp*](http://www.fldoe.org/edstandards/code_of_ethics.asp)

* *Florida Educator Accomplished Practices*

[*http://www.fldoe.org/profdev/ar.asp*](http://www.fldoe.org/profdev/ar.asp)

* USF’s Student *Code of Conduct* [*http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf6.0021.pdf*](http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf6.0021.pdf) *and,*

**Use of Professional Disposition and Ethical Practices Standards Policy**

**as a basis for**

**Continued Enrollment in College of Education Programs**

**Informing Students about the Policy**

* Faculty members and program advisors will notify students of the College’s *Professional Disposition and Ethical Practices Standards Policy and Procedures*, by reference on all course syllabi and posting to Canvas or the department website.

* Course instructors will include the following statement in their course syllabus:

*Students enrolled in teacher preparation degree programs in the College of Education or enrolled in such courses offered in the College are expected to demonstrate the professional dispositions outlined in the College’s conceptual framework, and the professional behaviors defined by their academic department. It is the responsibility of students to exhibit ethical behavior and the highest standards of professional conduct. Depending on the nature and severity of the violation, the student may be placed on a course correction action or professional growth plan, placed on probation, or dismissed from the college. Students who wish to grieve probation or dismissal decision that is based on violation of this policy may do so using the Student Academic Grievance Procedures* (<http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-30-053.pdf>).

· Each program will require students to sign a form indicating they understand that failure to adhere to the College’s *Professional Disposition and Ethical Practices Standards* *Policy* may result in a professional growth plan, probation, or dismissal from the program. It is recommended that programs implement this by the first three weeks of each academic year. Possible means for collecting this information include:

· Students will be required to submit a copy of the signed document to the faculty advisor for specific degree programs.

· Students will be required to submit an electronic copy of the signed document to each course instructor through the Canvas Course website.

· Non-degree seeking students will be required to submit a copy to the Program Coordinator and violation of *Professional Disposition and Ethical Practices Standards* *Policy* may be considered as part of the admissions process for degree programs.

* Students enrolled in initial teacher preparation programs will be required to complete a survey about their professional disposition and ethical standards at multiple points in their academic program.

**Role of Partner Organization in this Process**

Department faculty will provide all organizations and institutions that partner in the preparation and professional development of teachers, including other university departments within and outside the college, partner school districts, and field-based experience and internship placements, a copy of this policy. The partners will be asked to notify the collaborating faculty member/field supervisor if:

· A student’s behavior or performance violates the College’s *Professional Disposition and Ethical Practices Standards* *Policy*, or

· There is the intent to dismiss a student from a school placement for unethical/unprofessional behavior.

Information obtained from partner organizations can and will be taken into consideration regarding a student’s admission or continued enrollment in College programs.

**Examples of Types of Violation and Corrective Actions/Professional Growth Plans**

To support the implementation of this policy, some examples and possible course corrective actions are provided. Please note that this list is not exhaustive and is not intended to address all possible violations and course correction actions/professional growth plans of the College’s *Professional Disposition and Ethical Practices Standards Policy*.

**Level One Violations** occur because of inexperience or lack of knowledge of principles of professional dispositions or ethical standards. These violations are likely to involve a small fraction of the total coursework or student behaviors. Examples of Level One Violations may include but are not limited to:

· Failing to provide proper acknowledgements of the use of the work of others in an extremely limited section of an assignment.

· Working with another student on a homework assignment when such work is prohibited as stated in the syllabus and/or written assignment directions.

· Difficulty working with peers.

· Being tardy to a field placement and/or required meetings.

· Leaving from a field placement before the required end time.

· Failing to notify the collaborating teacher and the university supervisor before an absence from a field placement.

Suggested Disposition Correction Actions/Professional Growth Plans for Level One Violations may include but are not limited to:

· Student submits a written statement about his/her participation in the department’s standards for professional disposition and ethical practice and proposes how s/he will demonstrate compliance with the policy through the completion of the degree program, and an assigned paper or research topic relevant to the topic.

· Student is required to attend a non-credit workshop, seminar, or course or is required to complete a set of readings to address the specific area of concern (e.g., ethics, communication skills, responsible behaviors, or time management).

**Level Two Violations** are characterized by the continued or multiple infractions of the *Professional Disposition and Ethical Practices Standards Policy* in which the student has been notified previously or professional behavior or performance affects a more significant aspect of the program implementation. Examples of Level Two Violations may include but are not limited to:

· Displaying unprofessional behavior at a field experience placement or in class.

· Submitting the same work or major portion thereof to satisfy the requirements of more than one course without permission from the instructor.

· Receiving assistance from others that constitute an essential element in the undertaking without acknowledging such assistance in the paper, examination, or project.

· Assisting other students in acts of academic dishonesty by providing material of any kind that one may have reason to believe will be misrepresented to an instructor or other university or school official.

· Participating in social media venues that degrade or threaten fellow students, PK-12 students, PK-12 school personnel, PK-12 parents, or university personnel.

Suggested Disposition Correction Actions for Level Two Violations include:

· Removal from field experience placement or class.

· Probation from the program courses for one full semester.

**Level Three Violations** are those that go beyond Level One or Two Violations and that affect a major or essential component of program completion or are preceded by one or more violations at Levels One and Two. Examples of Level Three Violations may include but are not limited to:

· Plagiarizing a major portion of a written assignment.

· Presenting the work of another person as one’s own.

· Furnishing or attempting to furnish fabricated, forged, or misleading information to department or university officials, or to school districts in which s/he is fulfilling program requirements.

· Furnishing fabricated or forged explanation of absences or other aspects of their performance and behavior.

· Sabotaging another student’s work through actions designed to prevent the student from successfully completing an assignment or program requirements.

The scope or magnitude of any of these examples may be grounds for dismissal.

Suggested Disposition Correction Actions for Level Three Violations include:

· Dismissal from the program (see page 7, number 8).

**Procedures for Taking Actions When a Breach of the Policy Occurs**

If a student’s behavior or performance is inconsistent with the standards outlined in the College’s *Professional Disposition and Ethical Practices Standards Policy*, the process outlined below will be followed.

1. Most often used in response to Level One Violations: As soon as a problematic behavior is witnessed, the faculty member (or coordinating teacher/supervisor) will contact the student to discuss the situation and obtain the student’s point of view, document in writing all conversations with the student, and work in collaboration with the student to develop and submit a written action plan for improvement signed by the student and faculty member, if appropriate.

· Determine whether the student has signed the form indicating that s/he understands his or her responsibility to adhere to the *Professional Disposition and Ethical Practices Standards Policy*. If needed, the policy should be reviewed with the student and the student should be asked to sign and submit the needed document.

· If a consequence less than probation, suspension, or dismissal is determined to be appropriate, develop a written action plan for improvement or a field experience intervention that clearly specifies the behaviors the student must follow in order to continue in the program and the corresponding timeline for achieving the outcomes specified. If a consequence equivalent to probation, suspension, or dismissal is determined to be appropriate, the steps below will be followed. At this point the Director of Student Academic Services needs to be brought into the conversation for his/her expertise in the process and issues associated with probation, dismissal, tuition, grievance procedures, financial aid, determining another major, etc. The written action plan should be signed by the student and faculty member (or coordinating teacher/supervisor).

2. Most often used in response to not adhering to the action plan from a Level One violation, or in response to Level Two and/or Level Three Violations: Suspend student from placement-based field experience activities pending further inquiry/investigation (depending on the program, the removal from the placement occurs by the placement or the departmental supervisor) or prohibition of student from the program course(s) for one semester.

· Obtain written documentation of the circumstances from the field placement or from the course.

3. Recommend, in consultation with the department chairperson or designee, a programmatic consequence commensurate with the level of violation (e.g., plan for corrective action or professional growth, probation, suspension, or dismissal).

4. If the department chairperson or designee concurs with a recommendation for probation, suspension, or dismissal then the case will be referred to the Professional Standards Committee. The committee will review the information, provide the student an opportunity to meet, deliberate the appropriate course of action, and make a recommendation regarding probation, suspension, or dismissal. The Director of Student Academic Services needs to attend this meeting to provide information concerning the process and issues associated with probation, dismissal, tuition, grievance procedures, financial aid, determining another major, etc.

5. If dismissal is recommended by the Professional Standards Committee, the department chairperson will consult with the Associate Dean for Education Preparation and notify him/her of the final recommendation regarding program dismissal.

6. If the Associate Dean for Education Preparation concurs with the recommendation, the student will be notified via certified mail of the decision by the appropriate department chairperson with a copy to the Associate Dean for Educator Preparation and the Director of Student Academic Services.

7. The Department and College will maintain copies of all documentation and communication with the student related to the case for a period consistent with university policy. This information will be made available to the Grievance Committee in the event the student submits a formal grievance.

8. If a student is dismissed from a program based on criteria established by the College’s *Professional Disposition and Ethical Practices Standards* *Policy*, s/he will have a hold placed on the registration and removed from classes until s/he changes major and may not apply for re-admission, pursue an undergraduate or graduate degree, or enroll in any courses in the College. Note: If a student files a grievance s/he may remain in a class until the grievance is settled. In special circumstances as determined by the department chairperson or designee, the student will not be able to attend class. In the case of a field placement, the student will not be allowed to attend the school.

**Appendix A**

**Sample Indicators for the Professional Disposition and Ethical Practices Standards**

The sample indicators provided below further elaborate the overall intent of each of the identified Standards. This list is not exhaustive and the identified indicators do not have equal weight in terms of students’ professional disposition. In addition, these indicators are not intended to be used in isolation, but used collectively as an overall assessment of students’ ability to continue enrollment in the professional degree programs offered in the College of Education. The formal assessment of each student’s disposition for accreditation purposes is handled separately from this policy. Indicators below are intended to provide guidance and serve as a starting point for discussion within units and/or programs. Indicators listed below are examples; units and/or programs are not limited to these examples and may modify indicators or include additional professional behaviors as deemed necessary.

**Commitment to Collaboration**

Education professionals must work together with their professional colleagues in schools and agencies, as well as with students, families, and communities to achieve common goals and solve problems. Collaboration is founded upon the intentional seeking out of the opinions, expertise, and knowledge of others, consideration of all points of view, and a willingness to compromise to reach common goals.

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| --- |
| **Indicators for Commitment to Collaboration** · Exhibits professional demeanor and behavior, appropriate to the setting.· Displays a positive attitude and emotional maturity.· Fosters trust among and between K-12 students, peers, colleagues, and professors by maintaining a high level of reliability.· Has the ability to interact, work, and be with people who have characteristics different from self.· Demonstrates deep interest in acquiring content knowledge and pedagogical expertise.· Establishes and maintains respectful and professional collaborative relationships with others.· Consistently demonstrates initiative, interest in, and enthusiasm for teaching and learning.· Demonstrates behaviors conducive to appropriate classroom participation and commitment to learning.· Communicates effectively and thoughtfully through well-organized and clearly expressed ideas in spoken and written language.· Communicates in ways appropriate to the professional context.· Strives to establish positive interpersonal connections.· Is able to develop rapport with students, peers, colleagues, and professors. |

**Continuous Professional Learning**

To meet high standards of instruction and service, and to assist those served to achieve their full potential, education professionals must strive to increase their own knowledge and skills. They continuously improve their own practice through self-assessment, progress monitoring and consultation and collaboration with colleagues. They remain current with theory and practice in their field and with technological innovations.

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| **Indicators for Continuous Professional Learning** · Commitment to lifelong learning.· Demonstrates curiosity and willingness to learn.· Is disposed toward inquiry, problem-solving, and reflection as demonstrated in meaningful and appropriate discussions.· Is receptive to professional feedback concerning work/behavior.· Adjusts performance in response to professional feedback and/or suggestions from others.· Poses probing questions and problems.· Engages in professional inquiry and conversation.· Effectively analyzes, synthesizes, and evaluates information and data acquired through ongoing inquiry and practice.· Is committed to continuous improvement in practice.· Seeks appropriate support and resources.· Exhibits the ability to create and/or implement new ideas.· Is able to recognize difficulties or deficiencies in ones’ teaching and learning.· Demonstrates flexibility in modifying ideas.· Initiates, suggests, contributes, and shares ideas and materials.· Seeks understanding of complex issues in order to solve problems both independently and collaboratively.· Commits to mastering best practices informed by sound theory.· Seeks and participates in formal and informal professional growth opportunities.· Participates in professional organizations. |

**Reflective Thinking**

Education professionals engage in active analysis of information and data acquired through inquiry and practice. Reflective thinking results in careful deliberation and reasoning in making decisions and in choosing courses of action in instruction and service. Educators also critically examine the personal and social contexts in which they practice.

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| **Indicators for Reflective Thinking** · Reflects on and learns from experience.· Engages in ongoing inquiry.· Seeks feedback and new information that may improve learning or instruction.· Open-minded and willing to consider new evidence or alternative perspectives.· Adopts an open-minded stance, recognizes there may be many ways to view a situation or event.· Careful deliberation and reasoning when making pedagogical decisions.· Careful consideration of the consequences of one’s actions as they affect students.· Critically examines the personal and social contexts in which he/she practices.· Reframes events/situations in order to gain new ways to interpret a situation and discover potential solutions.· Continually challenge underlying beliefs regarding learning and instruction. |

**Respect for Diversity**

Education professionals treat all individuals equitably and fairly. Their interactions with colleagues, families, and community reflect sensitivity to diverse values, norms, and points of view. They engage in practices that promote opportunities for learning and development among the diverse array of students they serve.

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| **Indicators for Respect for Diversity** · Demonstrates the ability to honor, value, and exhibit consideration and regard for oneself and others.· Is open to considering the myriad of new attitudes, beliefs, ideas, and opinions that are encountered in the school environment.· Exhibits an understanding of factors that contribute to diversity such as race, gender, class, sexual orientation, and privilege in American Society.· Appreciates the value of diversity (individual, social, cultural, and linguistic) and is committed to providing equitable access to instruction.· Demonstrates sensitivity to others’ feelings, opinions, and cultures, and a willingness to learn from others whose perspectives differ.· Shows compassion, respect, and empathy for students, colleagues/classmates, and professors.· Respectfully listens to the views of others.· Provides opportunities for all students, peers, and colleagues to learn.· Seeks opportunities to learn from and about other’s perspectives.· Shows respect in interactions with others.· Demonstrates awareness of one’s own values and how they may impact others.· Evaluates and reflects upon the effects of one’s choices and actions on others. |

**Ethical Responsibility**

Education professionals are guided by a commitment to adhere to professional codes of behavior. They hold themselves to high standards of conduct in their interactions with students, colleagues, families, and the community.

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| **Indicators for Ethical Responsibility** · Adheres to and upholds the university’s commitment to academic honesty and personal integrity.· Adheres to and upholds the university’s Student Code of Conduct.· Adheres to and upholds the college’s Social Media Policy.· Pursues fairness and justice in all situations with all students, peers, colleagues, staff, and professors.· Demonstrates discretion when discussing students, peers, faculty, and schools by not participating in disparaging conversations and/or works to diffuse such language.· Understands and maintains confidentiality related to student records, personal family information, and student ability/disability in educational programming in order to protect the individual, child’s, and family’s privacy, unless such disclosure serves a professionally compelling purpose or is required by law (i.e., FERPA).· Observes all mandated federal, state, and local policies, and procedures pertinent to the teaching profession.· Understands, upholds, and follows ethics, policies and legal codes of professional conduct. |

**Care and Advocacy for Students**

Education professionals take an active interest in the physical, emotional, and intellectual health, well-being and growth of students served. They take appropriate steps to intervene when student health or well-being is in jeopardy, as well as support and encourage students to reach their full potential.

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| **Indicators for Care and Advocacy for Students** · Exemplifies the belief that all students can learn.· Promotes the physical, emotional, and intellectual health, well-being, and growth of students.· Values students and encourages them to reach their full potential.· Demonstrates the ability to appropriately handle situations that may be emotionally, physically, or intellectually stressful for students.· Resolves differences or misunderstandings respectfully and reflectively.· Exercises sound professional judgment.· Respectfully serves as an advocate for students when necessary.· Prepares for class, field experiences/student teaching and completes work in a timely manner.·  |

**Additional Indicators**

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| **Indicators for Commitment to Professionalism**· Demonstrates punctuality and attendance consistently in class, group work, appointments, field experiences, and student teaching.· Demonstrates an understanding of appropriate, professional dress which adheres to the school’s dress codes and expectations.· Follows established dress codes and conventions when in school settings. |

Additional professional behaviors as identified by the department: