

## **Professionalism Policy for Professional Education Candidates at the University of Delaware**

The following Professionalism Policy for candidates in professional education programs describes the expected dispositions for all of the Educator Preparation Programs (EPPs) at the University of Delaware. This policy also outlines the procedures for assessing candidates' dispositions and implementing actions when candidates' behaviors are inconsistent with the expectations. The Delaware Center for Teacher Education (DCTE) is responsible for maintaining the Professionalism Policy for all EPPs.

### Entry into the EPP

Candidates learn about the Professionalism Policy during the course or orientation listed in Appendix A. The course instructors and orientation leaders collaborate with the Office of Clinical Studies (OCS) on the presentation of the policy. The candidates review the Professional Dispositions of Effective Educators Candidate Form and Evaluator Form (see Appendices B and C) during the presentation. The candidates' advisor and/or program coordinator review the Professionalism Policy with candidates who do not take one of these courses (e.g., they transfer into the program) or do not attend the orientation.

Candidates are required to log into the online Field Experience Placement System (FEPS) in the first semester of their program to sign off on the Professionalism Policy. Their electronic signature indicates their willingness to demonstrate the professional dispositions throughout their tenure in their program. This acknowledgement is stored in FEPS until the candidate graduates from the University of Delaware. FEPS is maintained by the Office of Clinical Studies in the Delaware Center for Teacher Education.

### During the EPP

Candidates again sign off on the Professionalism Policy using the FEPS system at the beginning of the academic year in which they have a field experience. This sign-off reminds them about this policy. Faculty and/or a clinical educator rates candidates on their display of the dispositions at the midpoint of their program during the course listed in Appendix A.

University of Delaware faculty and staff and their school-based partners monitor the candidates' dispositions during their coursework and field experiences. If they identify candidate behaviors that are inconsistent with the Professionalism Policy, then they complete the Professional Dispositions of Effective Educators – Evaluator Form and submit it to the candidate's program coordinator.

If the program coordinator determines that a meeting with the candidate is warranted, then she/he follows the steps outlined below for the dispositions meeting process.

1. The program coordinator meets with the candidate, the candidate's advisor, and the individual who submitted the form within ten business days of the form's submission. The Associate Director of the Office of Clinical Studies is notified about the meeting and may be invited to the meeting.
2. The candidate and individual who submitted the form sign the form at the end of the meeting. The program coordinator submits the signed form to the Associate Director of the Office of Clinical Studies.

Approved September 1, 2015

3. After the meeting, the program coordinator consults with the department chair/director about possible decisions regarding the candidate's status in the program, if appropriate. The program coordinator informs the candidate within five business days if she/he will be permitted to proceed in the program by completing the appropriate remediation described on the form or if she/he will not be permitted to enroll in courses within the department/school in the future.
4. Candidates can appeal the decision in writing to the University Council on Teacher Education (UCTE). The council will review the appeal and approve or deny the request to change the decision.

#### Exit from the EPP

The candidates are rated on the dispositions in their capstone clinical residency or in a course at the end of their program listed in Appendix A.

DCTE aggregates midpoint and exit dispositions data at the end of each semester. The Senior Associate Director of DCTE who oversees accreditation shares the aggregated data and patterns in the data for the prior year with the University Council on Teacher Education at one of their monthly fall meetings.

**Appendix A**  
**Timeline for Dispositions Ratings**

Program Assessment Plans – Initial Preparation Programs

Program	Faculty Program Coordinator	Dispositions		
		Entry	Midpoint	Exit
Agriculture Education (U)	Arba Henry	EDUC 413/419	AGED 480	Student Teaching
Agriculture Education (G)	Arba Henry	EDUC 613/619	AGED 680	Internship
English Education (U)	Deborah Bieler Deborah Alvarez	EDUC 413/419	ENGL 491	Student Teaching
Foreign Language Education – French, German, Latin, Italian, Spanish (U)	Ali Alalou	EDUC 413/419	FLLT 422/467	Student Teaching
Foreign Language Education – French, German, Latin, Italian, Spanish (G)	Ali Alalou	EDUC 613/619	FLLT 622/667	Student Teaching
Mathematics Education (U)	Jinfa Cai	EDUC 413/419	MATH 380	Student Teaching
Music Education (U)	Suzanne Burton	MUED 279	MUED 379	Student Teaching
Science Education – Biology, Chemistry, Earth Science, Physics (U)	Kate Scantlebury	EDUC 413/419	SCEN 491	Student Teaching
Social Studies Education – Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology (U)	Barry Joyce Hannah Kim	EDUC 413/419	HIST 491	Student Teaching
Social Studies Education – Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology (G)	Barry Joyce Hannah Kim	EDUC 613/619	HIST 692	Student Teaching
Health Education (U)	Steve Goodwin	EDUC 413/419	BHAN 414	Student Teaching
Physical Education (U)	Jan Bibik	EDUC 413/419	BHAN 414	Student Teaching
Family and Consumer Science (U)	Lynn Worden	EDUC 413	HDFS 334	Student Teaching
Blended Early Childhood Education (U)	Lynn Worden	HDFS 224	HDFS 432	Student Teaching
Elementary Education (U)	Laurie Palmer	EDUC 100	EDUC 310	Student Teaching
Elementary & Special Education (U)	Kristen Ritchey	EDUC 100	EDUC 310	Student Teaching
Elementary & Middle School English (U)	Bill Lewis	EDUC 100	EDUC 310	Student Teaching
Elementary & Middle School	Mandy Jansen	EDUC 100	EDUC 310	Student Teaching

Mathematics (U)				
Elementary & Middle School Science (U)	Zoubeida Dagher	EDUC 100	EDUC 310	Student Teaching
Elementary & Middle School Social Studies (U)	Vicki Goettel	EDUC 100	EDUC 310	Student Teaching
Elementary Education & ESL (U)	Steve Amendum	EDUC 100	EDUC 310	Student Teaching
Exceptional Children & Youth (G) MPCP and 4+1	Laura Eisenman	Graduate Orientation	EDUC 673	Internship
Teaching English as a Second Language (G)	Scott Stevens	Graduate Orientation	EDUC 741	Internship

Program Assessment Plans – Advanced Programs for Other School Professionals

Program	Faculty Program Coordinator	Entry	Midpoint	Exit
School Psychology (Specialist/Doctorate)	Kathy Minke	Graduate Orientation	EDUC 671	EDUC 688/888 (Internship)
Educational Leadership (D)	Jackie Wilson	Graduate Orientation	EDUC 863	EDUC 879 (Internship)

Program Assessment Plans – Advanced Programs for Teachers

Program	Faculty Program Coordinator	Entry	Exit
Exceptional Children & Youth (M)	Laura Eisenman	Graduate Orientation	EDUC 673
Educational Technology (M)	Fred Hofstetter	Graduate Orientation	EDUC 692
Teacher Leadership (M)	Rachel Klein	Graduate Orientation	EDUC 744
History for Teachers (M)	Barry Joyce	Graduate Orientation – HIST 710	HIST 755

## Appendix B

### Professional Dispositions of Effective Educators – Professional Education Candidate Form

The University of Delaware (UD) professional education faculty and staff and their school-based partners have the responsibility of evaluating UD professional education candidates' effectiveness. In order to be successful, educators must purposefully act in caring, fair, professional, respectful, and responsible ways. The identification and evaluation of professional dispositions is a valuable tool for identifying and capturing important information about future educators to make sure that they are best prepared for their professional lives. We use a variety of instruments and methods to ensure our candidates acquire the knowledge, skills, and dispositions necessary to be effective in today's classrooms.

#### UD Dispositions

As an effective educator, the candidate:
1. Demonstrates commitment to the belief that all learners can achieve by persisting in helping each learner reach his/her full potential.
2. Exhibits enthusiasm, initiative, and a positive attitude.
3. Respects and considers the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.
4. Respects learners as individuals with differing personal and family backgrounds, and with varying skills, abilities, perspectives, talents, and interests; he/she is committed to using this information to plan effective instruction.
5. Takes responsibility for his/her learners' learning and uses ongoing analysis and reflection using current research, education, and policy to improve his/her planning and practice.
6. Reflects on constructive criticism and guidance, and appropriately modifies his/her behavior or practice.
7. Demonstrates the ethical use of assessment and assessment data to identify learners' strengths and needs (e.g., shares learner data appropriately).
8. Demonstrates professionalism by being on time; representing him/herself appropriately through dress, language and communications, including social media; and meeting deadlines.

#### Professionalism Policy Procedures

Candidates sign off on the Professionalism Policy in the Field Experience Placement System (FEPS) at the beginning of the academic year in which they have a field experience.

University of Delaware faculty and staff and school-based partners monitor the candidates' dispositions during their coursework and field experiences. If they identify candidate behaviors that are inconsistent with the Professionalism Policy, then they complete the Professional Dispositions of Effective Educators – Evaluation Form and submit it to the candidate's program coordinator.

If the program coordinator determines that a meeting with the candidate is warranted, then they follow the steps outlined below for the dispositions meeting process.

1. The program coordinator meets with the candidate, the candidate's advisor, and individual who submitted the form within ten business days. The Associate Director of the Office of Clinical Studies is notified about the meeting and may be invited to the meeting.
2. The candidate and individual who submitted the form sign the form at the end of the meeting. The program coordinator submits the signed form to the Associate Director of the Office of Clinical Studies.
3. After the meeting, the program coordinator consults with the department chair/director about possible decisions to make regarding the candidate's status in the program, if appropriate. The program coordinator informs the candidate within five business days if she/he will be permitted to proceed in the program by completing the appropriate remediation described on the form or if she/he will not be permitted to enroll in courses within the department/School in the future.
4. Candidates can appeal the decision in writing to the University Council on Teacher Education (UCTE). The council will review the appeal and approve or deny the request to change the decision.

Name of Candidate \_\_\_\_\_ Date \_\_\_\_\_

## Appendix C

### Professional Dispositions of Effective Educators - Evaluator Form

The University of Delaware (UD) professional education faculty and staff and their school-based partners have the responsibility of evaluating UD professional education candidates' effectiveness. We use a variety of instruments and methods to ensure our candidates acquire the knowledge, skills, and dispositions necessary to be effective in today's classrooms.

Please complete all sections of the table below. Provide specific examples that support the evaluation. If there are areas in which the candidate needs to improve, then describe specific details and outline the improvement plan.

Candidate's name: \_\_\_\_\_ Major: \_\_\_\_\_ Date of Meeting: \_\_\_\_\_

Name of individual completing the form: \_\_\_\_\_ Role (e.g., instructor, supervisor): \_\_\_\_\_

Candidate's advisor: \_\_\_\_\_ Credits completed: \_\_\_\_\_ Overall GPA: \_\_\_\_\_ (if applicable)

#### UD Dispositions

<b>As an effective educator, the candidate:</b>	<b>Rating:</b>		<b>Comments</b>
	Rarely	1	
	Sometimes, but Not Consistently	2	
	Consistently	3	
	No behaviors related to this indicator observed	N/A	
1. Demonstrates commitment to the belief that all learners can achieve by persisting in helping each learner reach his/her full potential.			
2. Exhibits enthusiasm, initiative, and a positive attitude.			

3. Respects and considers the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.		
4. Respects learners as individuals with differing personal and family backgrounds, and with varying skills, abilities, perspectives, talents, and interests; he/she is committed to using this information to plan effective instruction.		
5. Takes responsibility for his/her learners' learning and uses ongoing analysis and reflection using current research, education, and policy to improve his/her planning and practice.		
6. Reflects on constructive criticism and guidance, and appropriately modifies his/her behavior or practice.		
7. Demonstrates the ethical use of assessment and assessment data to identify learners' strengths and needs (e.g., shares learner data appropriately).		
8. Demonstrates professionalism by being on time; representing him/herself appropriately through dress, language and communications, including social media; and meeting deadlines.		

**1. Area(s) for Improvement**

**2. Improvement Plan**

---

Signature, evaluator Date

---

Signature, candidate Date



*The candidate's signature indicates only that s/he has read the form, not that s/he agrees with the assessment of his/her performance. The candidate's signature does indicate a willingness to fulfill the improvement plan.*

Approved September 1, 2015