The College of Education at the University of Central Florida expects current and future educators to possess and exhibit professional dispositions deemed essential to success as a professional educator. These are reflected in the unit’s Conceptual Framework and National Council for Accreditation of Teacher Education (NCATE) unit standards. Assessment of these professional dispositions is integrated into key formative and summative standards-based performance assessments in initial and advanced educator preparation programs in the unit. Guidelines for documenting and remediating concerns regarding a candidate’s professional dispositions are provided at Attachment 1.

The following representative alignment of professional dispositions provides examples of how the unit’s professional disposition standards may be assessed in alignment with one or more of the recently (Dec 2010) revised Florida Educator Accomplished Practices (FEAPs), which have been adopted by the unit as its institutional standards. This is not intended to be a comprehensive alignment, but rather representative of the integration of professional dispositions with institutional standards since many of these professional dispositions may be reflected in multiple FEAPs. The unit’s professional dispositions and sample indicators are shown in Attachment 2.

**FEAPs with representative alignment of professional dispositions:**

**Domain A: Quality of Instruction**

1. **Instructional Design and Lesson Planning**
   - Maintains high academic standards (D8)

2. **The Learning Environment**
   - Believes that all students can learn (D1)
   - Demonstrates fairness and equity (D3)
   - Values Diversity (D4)
   - Promotes Social Justice (D5)
   - Promotes Democracy (D6)
   - Exhibits caring attitude towards students (D10)

3. **Instructional Delivery and Facilitation**
   - Demonstrates fairness and equity (D3)
   - Reflects research-based best practices (D9)
   - Promotes Social Justice (D5)
   - Promotes Democracy (D6)
   - Maintains high academic standards (D8)
   - Exhibits caring attitude towards students (D10)

4. **Assessment**
   - Reflects research-based best practices (D9)

**Domain B: Continuous Improvement, Responsibility, and Ethics**

5. **Continuous Professional Improvement**
   - Is committed to lifelong learning (D2)

6. **Professional Responsibility and Ethical Conduct**
   - Demonstrates Ethical Professional Behavior (D7)
Attachment 1

UCF College of Education Code of Professional Conduct - Procedures

1. Students enrolled in certification program in the College of Education are to be given information concerning the UCF College of Education Code of Professional Conduct and how the unit’s professional dispositions and/or performance are assessed in alignment with the Florida Educator Accomplished Practices.

2. If any faculty or staff member has a concern with a student’s professional dispositions, that faculty or staff member shall counsel with the student. If the concern persists, the faculty or staff member will conduct a formal counseling session with the student and document the concern(s) and plan for improvement on a Professional Dispositions and/or Performance Concern(s) Form. Copies of the completed form will be provided to the student, the student’s advisor, the appropriate Faculty Administrator associated with School or Department, School Director or Department Chair, Offices of Undergraduate/Graduate Affairs, and Office of the Dean.

3. When a plan of action does not satisfactorily resolve the professional dispositions and/or performance concern(s), the faculty or staff member will notify the appropriate School Director or Department Chair, who will convene a faculty committee (e.g., standing or ad hoc School or Departmental Student Issues Committee) meeting for the purpose of recommending, deferring, or denying the student’s further progression in the program.

4. Students who are denied further progression by the faculty committee may pursue the following appeal process:

- The student sends a letter to the College of Education, Office of the Dean asking to appeal the School or Departmental decision.
- The responsible Associate Dean responds with a letter to the student requesting the student provide appropriate documentation to support the appeal. The student has 10 days from the date the letter is received to respond in writing.
- The responsible Associate Dean has 10 days from the date the documentation is received to respond in writing.
- If the student wishes to appeal the responsible associate dean’s decision, the student sends a letter to the Dean of the College of Education asking to appeal the decision.
- The College Dean responds with a letter to the student requesting the student to provide appropriate documentation to support the appeal. The student has 10 days from the date the letter is received to respond in writing.
- The College Dean has 10 days from the date the documentation is received to respond in writing.
- The College Dean is the final level of appeal for the student.

Approved (replaced “Fitness to Teach” policy) August 19, 2005; revised April 23, 2010; revised January 6, 2012; revised April 19, 2013.
University of Central Florida, College of Education

Professional Dispositions and/or Performance Concern(s) Form

Based upon the College of Education Code of Professional Conduct, I have concerns regarding the following student’s professional dispositions and/or performance:

Student’s Last Name                        First Name                M.I.                        Student’s PID

Student’s Major __________________________ Department _______________ Student’s Advisor __________________________

Course __________________________         Fall   Spring    Summer

Semester (Circle) __________________________   Year

Professional Dispositions and/or Performance Concerns:

Plan for Improvement:

Date of conference:_______________________

Faculty/Staff Member Signature   Date       Student Signature           Date

Received by Office of Student Services:________________________

Date

cc:  Faculty Advisor
Faculty Administrator associated with School or Department
School Director or Department Chairperson
Office of Undergraduate Affairs and Partnerships, or Office of Graduate Affairs
Office of the Dean

Approved (replaced “Fitness to Teach” policy) August 19, 2005; revised April 23, 2010; revised January 6, 2012; revised April 19, 2013.
Attachment 2

Unit Professional Disposition Standards and Sample Indicators:

The UCF College of Education candidate:

1. Believes that all students can learn
   • Sets high expectations for all students
   • Recognizes signs of students’ difficulty with the reading and computational process and applies appropriate measures to improve students’ reading and computational performance.

2. Is committed to lifelong learning
   • Shows willingness and ability to reflect upon one’s own strengths and weaknesses as those relate to what one does, who one is, how one thinks.
   • Is intellectually and academically curious.
   • Is receptive to suggestions for improving professional knowledge and skills.
   • Is willing to accept and adapt to change.

3. Demonstrates fairness and equity
   • Uses teaching and learning strategies that include consideration of each student’s learning styles, needs, and background.
   • Includes adaptations/modifications in unit and lesson plans to accommodate the needs of all students in diverse classroom settings.

4. Values diversity
   • Values diversity as an essential feature of educating students for inclusive excellence in an increasingly multicultural and global society.
   • Is committed to providing a safe and caring environment where every reasonable effort is made to protect students from harassment and discrimination based on race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, disability, sexual orientation, social and family background or other characteristics and circumstances.
   • Affirms and respects the dignity and worth of all students, colleagues, and educational partners as both shared and unique educational needs through the art and science of teaching, learning, scholarship, and academic leadership are addressed.
   • Recognizes and demonstrates awareness of the educational needs of all students, including students who have limited proficiency in English, students with disabilities, gifted/talented and accelerated learners, and employs appropriate teaching practices

5. Promotes social justice
   • Is tolerant, adaptive, open-minded, supportive, encouraging.

6. Promotes democracy
   • Is sensitive to all students and committed to teaching all students regardless of ability, socio-economic, cultural, linguistic and ethnic background, exceptionality, gender, religion, and other variables.

Approved (replaced “Fitness to Teach” policy) August 19, 2005; revised April 23, 2010; revised January 6, 2012; revised April 19, 2013.
7. **Demonstrates ethical professional behavior**
   - Commits no known or observed incidents of plagiarism, cheating on tests, or violations of standard ethics.
   - Commits no known or observed violations of the Code of Ethics of the Education Profession in Florida (SBE Rule 6B-1.001) and Principles of Professional Conduct for the Education Profession in Florida (SBE Rule 6B-1.006).
   - Demonstrates professional commitment: is punctual and responsible, attends class regularly, completes assignments on time

8. **Maintains high academic standards**
   - Sets high expectations for all students
   - Recognizes signs of students’ difficulty with the reading and computational process and applies appropriate measures to improve students’ reading and computational performance.

9. **Reflects research based best practices**
   - Uses assessment and other diagnostic strategies to assist the continuous development and acquisition of knowledge and understanding of the learner.
   - Reads, comprehends, interprets, and applies professional and other written materials.
   - Uses and integrates appropriate technology in teaching and learning processes and in managing, evaluating, and improving instruction.

10. **Exhibits caring attitude towards students**
    - Recognizes patterns of physical, social, emotional, and intellectual development in students, including exceptional students in the regular classroom.
    - Recognizes signs of tendency toward violence and severe emotional distress in students and applies techniques of crisis intervention.
    - Recognizes signs of alcohol and drug abuse in students and knows how to appropriately work with such students and seek assistance designed to prevent further abuse.
    - Recognizes the physical and behavioral indicators of child abuse and neglect and knows rights and responsibilities regarding reporting.