

UCF College of Education Code of Professional Conduct (Replaced Fitness to Teach Policy on August 19, 2005)

Professional Educator programs at the University of Central Florida's College of Education expect current and future educators to possess and exhibit those personal attributes deemed essential to success as a professional educator. These attributes include reflective decision making, professional commitment, strong interpersonal and communications skills, an appropriate classroom personality, mature emotional makeup, and academic integrity. These attributes align well with the knowledge, skills, and dispositions required of Florida Educators with respect to each of the twelve Florida Educator Accomplished Practices (FEAP). Those FEAPs are listed below along with indicators that reflect appropriate dispositions/personal attributes and/or behaviors that reflect those dispositions/personal attributes. The indicators come from multiple sources. Indicators in regular print are drawn from the personal attributes descriptions from the Fitness to Teach policy that preceded this Code of Professional Conduct. Italicized indicators come from Florida Statutes (F.S. 231.002, Teacher Qualities). Bold indicators are additional indicators based on faculty recommendations. Underlined indicators/terms reflect core beliefs integral to the College's conceptual framework.

Assessment

- Uses assessment effectively to gauge student learning outcomes and to inform curriculum and instruction.
- *Uses assessment and other diagnostic strategies to assist the continuous development and acquisition of knowledge and understanding of the learner.*
- *Demonstrates the ability to grade student performance effectively.*

Communication

- Speaks and writes with fluency and clarity.
- Demonstrates standard English usage in writing and speaking.
- Is a good listener.
- *Writes and speaks in a logical and understandable style, uses appropriate grammar and sentence structure, and demonstrates a command of standard English, enunciation, clarity of oral directions, and pace and precision in speaking.*
- *Reads, comprehends, and interprets professional and other written materials.*

Continuous Improvement

- 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.
- Is committed to life-long learning.

Critical Thinking

- *Computes, thinks logically, and solves problems.*

Diversity

- 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.
- Is tolerant, adaptive, open-minded, supportive, encouraging.
- *Recognizes and demonstrates awareness of the educational needs of students who have limited proficiency in English and employ appropriate teaching strategies.*
- Values diversity; promotes social justice, equity, and democracy.

Ethics

- 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).**

Human Development and Learning

- *Recognizes signs of students' difficulty with the reading and computational process and applies appropriate measures to improve students' reading and computational performance.*
- *Recognizes patterns of physical, social, emotional, and intellectual development in students, including exceptional students in the regular classroom.*
- *Uses teaching and learning strategies that include consideration of each student's learning styles, needs, and background.*

Knowledge of Subject Matter

- **Does not intentionally suppress or distort subject matter relevant to a student's academic program. (NOTE: this is also a violation of the Code of Ethics)**
- **Bases instruction on applicable sunshine state standards.**
- **Does not present inappropriate material to students.**
- Maintains high academic standards and provides students with a high quality education.

Learning Environments

- Creates positive learning environments and presents lessons in an appropriate manner.
- Is positive, enthusiastic, resourceful, energetic, optimistic, empathetic, encouraging, adaptable, polite, tactful, attentive; yet is business-like and task oriented; efficient; possesses acumen; demonstrates general classroom awareness.
- *Demonstrates the ability to maintain a positive environment in the classroom while achieving order and discipline.*
- Reflects research-based best practices in instructional methods.

Planning

- Makes appropriate decisions about lesson objectives and designs.
- **Includes adaptations/modifications in unit and lesson plans to accommodate the needs of all students in diverse classroom settings.**

Role of the Teacher

- Shows the ability to reflect upon educational issues and the abilities of those working in the profession.
- Demonstrates professional commitment: is punctual and responsible, attends class regularly, completes assignments, demonstrates pride in self and work.
- Shows the ability to get along with others, e.g., students, teachers, and peers; establishes positive rapport and relationships.
- Is self-controlled; reacts appropriately under stress.
- Is flexible.
- Expresses both positive and negative feelings in a non-defensive manner.
- Is willing to accept responsibility for own actions; does not blame others and does not project weaknesses on others.
- *Demonstrates the ability to maintain a positive, collaborative relationship with students' families to increase student achievement*
- *Demonstrates knowledge and understanding of the value of, and strategies for, promoting parental involvement in education.*
- *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.*
- Is a caring educator, concerned with students' learning and personal well-being.

Technology

- *Uses and integrates appropriate technology in teaching and learning processes and in managing, evaluating, and improving instruction.*

UCF College of Education Code of Professional Conduct - Procedures

1. Students enrolled in EDG 4323, Professional Teaching Practices, and EDG 6236, Principles of Instruction and Learning, are given information concerning the UCF College of Education Code of Professional Conduct and how those personal attributes and dispositions aligned with the Florida Educator Accomplished Practices and the College's Conceptual Framework are assessed.
2. If any faculty member has concerns with a student's personal attributes/dispositions, that faculty member shall counsel with the student. If the personal attributes/dispositions of concern persist, the faculty member will conduct a formal counseling session with the student and document the concerns and plan for improvement on a Personal Attributes/Dispositions Concerns Form. Copies of the completed form will be provided to the student, the student's advisor, the Department Chair in the department housing the student's program, the Office of Student Services, and the Office of the Dean.
3. When a plan of action does not satisfactorily resolve personal attributes/dispositions of concern, the faculty member will notify the Department Chair in the department housing the student's program. The Department Chair will convene a faculty committee (e.g., standing or ad hoc 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 on their departmental committee may pursue the following appeal process:
 - The student sends a letter to the Associate Dean for Academic Affairs (for undergraduate students) or the Assistant Dean for Graduate Studies and Support Programs (for graduate students) asking to appeal the departmental decision.
 - The Associate or Assistant 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 Associate or Assistant Dean has 10 days from the date the documentation is received to respond in writing.
 - If the student wishes to appeal the Associate or Assistant Dean's decision, the student sends a letter to the Dean asking to appeal the decision.
 - The 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 Dean has 10 days from the date the documentation is received to respond in writing.
 - The Dean level is the final level of appeal for the student.

University of Central Florida, College of Education
Personal Attributes/Dispositions Concerns Form

Based upon the College of Education Code of Professional Conduct, I have concerns regarding the following student's personal attributes/dispositions:

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	

Personal Attributes/Dispositions Concerns:

Plan for Improvement:

Date of conference: _____

Faculty Signature	Date	Student Signature	Date
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Received by Office of Student Services: _____
Date

cc: Faculty Advisor
Department Chairperson
Office of the Dean