



# College of Education and Human Performance

## Code of Professional Conduct (2016)

The College of Education and Human Performance at the University of Central Florida expects current and future educators to possess and exhibit professional dispositions and behaviors deemed essential to success as a professional educator. These professional dispositions are reflected in the unit's Conceptual Framework and National Council for Accreditation of Teacher Education (NCATE) unit standards as well as the Council for the Accreditation of Educator Preparation (CAEP) 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.

## Professional Disposition Standards and Sample Indicators (2016)

### Definitions:

**Candidate:** UCF-CEDHP student

**Student:** Prekindergarten - grade 12 students; or *any individual who receives instruction/services from a UCF-CEDHP candidate*

### ***The UCF College of Education and Human Performance candidate:***

#### **1. Believes that all students will learn with appropriate instruction.**

##### Observable behavioral indicators expected of CEDHP candidates:

- *Sets, maintains, communicates, and applies high academic standards and expectations for all students.*
- *Provides equal educational opportunities for all students.*
- *Bases instructional decision-making on the collective and individual needs of students.*
- *Recognizes indicators of students' difficulty with academic learning, reading and computational processes, and applies appropriate measures to improve student-learning outcomes.*
- *Uses appropriate collaborative communications with parents/guardians, families, colleagues, supervisors, and other professionals in an effort to improve student-learning gains.*
- *Recognizes patterns of physical, social, emotional, and intellectual development in all students.*
- *Other discipline-specific professional dispositions as appropriate.*

**2. Exhibits diversity values by demonstrating fairness, equity, social justice and democracy.**

Observable behavioral indicators expected of CEDHP candidates:

- *Uses teaching and learning practices that include consideration of each student's learning development, differences, styles, needs, and background.*
- *Recognizes 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.*
- *Includes adaptations/modifications in unit and lesson plans to accommodate the needs of all students.*
- *Demonstrates commitment to teaching all students regardless of sex, age, race, color, national or ethnic origin, primary language, social or family background, intellectual and physical ability, cognitive style, socioeconomic class, income, education, religious faith and non-faith perspectives, political ideology, gender identity and expression, sexual orientation, and communication style or other characteristics and circumstances.*
- *Other discipline-specific professional dispositions as appropriate.*

**3. Exhibits caring attitude toward all students.**

Observable behavioral indicators expected of CEDHP candidates:

- *Is committed to providing a safe and caring environment where every reasonable effort is made to protect students from harassment, bullying and discrimination based on sex, age, race, color, national or ethnic origin, primary language, social or family background, intellectual and physical ability, cognitive style, socioeconomic class, income, education, religious faith and non-faith perspectives, political ideology, gender identity and expression, sexual orientation, and communication style or other characteristics and circumstances.*
- *Recognizes signs of tendency toward violence and severe emotional distress in students and applies techniques of crisis intervention.*
- *Recognizes the physical and behavioral indicators of child abuse and neglect and knows rights and responsibilities regarding reporting.*
- *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.*
- *Uses tolerant, adaptive, open-minded, supportive, and encouraging behaviors and attitudes.*
- *Other discipline-specific professional dispositions as appropriate.*

#### **4. Demonstrates ethical professional behavior.**

Observable behavioral indicators expected of CEDHP candidates:

- *Demonstrates ethical behaviors in accordance to the:*
  - *Code of Ethics of the Education Profession in Florida (SBE Rule 6A-10.080); and*
  - *Principles of Professional Conduct for the Education Profession in Florida (SBE Rule 6B-10.081); and*
  - *University of Central Florida's The Golden Rule Student Handbook; and*
  - *Any other applicable Code of Ethics related to the specific discipline or placement.*
- *Demonstrates professional commitment by being punctual and responsible, attending class regularly, and completing assignments and/or course requirements on time.*
- *Models professional relationships with all students, colleagues, supervisors, parents/guardians, families, and behaviors demonstrate appropriate professional etiquette.*
- *Other discipline-specific professional dispositions as appropriate.*

#### **5. Uses and reflects upon research-based and innovative practices.**

Observable behavioral indicators expected of CEDHP candidates:

- *Uses assessment, and other diagnostic procedures, to acquire knowledge and understanding of the learner in order to facilitate student-learning gains.*
- *Reads, comprehends, interprets, applies and/or conduct research and other professional materials in coursework and/or student teaching experiences.*
- *Uses and integrates appropriate technology in teaching and learning processes and in managing, evaluating, and improving individual and group instruction.*
- *Other discipline-specific professional dispositions as appropriate.*

#### **6. Is committed to lifelong learning (e.g., academic, professional, behavioral).**

Observable behavioral indicators expected of CEDHP candidates:

- *Demonstrates willingness and ability to reflect upon one's own strengths and areas for improvement, as related to what one does, who one is, and how one thinks.*
- *Demonstrates professional initiative by being intellectually and academically curious.*
- *Models critical-thinking and problem-solving skills, self-critique, reflection, and accepts and acts on feedback for improving professional knowledge, skills, attitudes and behaviors.*
- *Other discipline-specific professional dispositions as appropriate.*

## The CEDHP Professional Dispositions representative alignment to the Florida Educator Accomplished Practices (FEAPs)

The following representative alignment of professional dispositions (D) provides examples of how the unit's professional disposition standards are assessed in alignment with one or more of the 2010 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 professional dispositions are assessed throughout a candidate's program during: 1) coursework; and 2) the final internship/practicum.

### FEAP Domain A: Quality of Instruction

#### FEAP 1. Instructional Design and Lesson Planning

- *Sets, maintains, communicates, and applies high academic standards and expectations for all students. (D1)*
- *Uses teaching and learning practices that include consideration of each student's learning development, differences, styles, needs, and background. (D2)*
- *Includes adaptations/modifications in unit and lesson plans to accommodate the needs of all students. (D2)*
- *Other professional dispositions as appropriate.*

#### FEAP 2. The Learning Environment

- *Believes that all students will learn with appropriate instruction. (D1)*
- *Exhibits diversity values by demonstrating fairness, equity, social justice and democracy (D2)*
- *Exhibits caring attitude toward all students (D3)*
- *Is committed to providing a safe and caring environment where every reasonable effort is made to protect students from harassment, bullying and discrimination (D3)*
- *Other professional dispositions as appropriate.*

#### FEAP 3. Instructional Delivery and Facilitation

- *Provides equal educational opportunities for all students. (D1)*
- *Recognizes indicators of students' difficulty with academic learning, reading and computational processes, and applies appropriate measures to improve student-learning outcomes. (D1)*

- *Uses appropriate collaborative communications with parents/guardians, families, colleagues, supervisors, and other professionals in an effort to improve student-learning gains. (D1)*
- *Is committed to providing a safe and caring environment where every reasonable effort is made to protect students from harassment, bullying and discrimination based on sex, age, race, color, national or ethnic origin, primary language, social or family background, intellectual and physical ability, cognitive style, socioeconomic class, income, education, religious faith and non-faith perspectives, political ideology, gender identity and expression, sexual orientation, and communication style or other characteristics and circumstances. (D3)*
- *Uses and integrates appropriate technology in teaching and learning processes and in managing, evaluating, and improving individual and group instruction. (D5)*
- *Models critical-thinking and problem-solving skills, self-critique, reflection, and accepts and acts on feedback for improving professional knowledge, skills, attitudes and behaviors. (D6)*
- *Other professional dispositions as appropriate.*

#### **FEAP 4. Assessment**

- *Uses assessment, and other diagnostic procedures, to acquire knowledge and understanding of the learner in order to facilitate student-learning gains. (D5)*
- *Recognizes patterns of physical, social, emotional, and intellectual development in all students. (D1)*
- *Recognizes indicators of students' difficulty with academic learning, reading and computational processes, and applies appropriate measures to improve student-learning outcomes. (D1)*
- *Other professional dispositions as appropriate.*

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

#### **FEAP 5. Continuous Professional Improvement**

- *Demonstrates willingness and ability to reflect upon one's own strengths and areas for improvement, as related to what one does, who one is, and how one thinks. (D6)*
- *Demonstrates professional initiative by being intellectually and academically curious. (D6)*
- *Models critical-thinking and problem-solving skills, self-critique, reflection, and accepts and acts on feedback for improving professional knowledge, skills, attitudes and behaviors. (D6)*
- *Other professional dispositions as appropriate.*

#### **FEAP 6. Professional Responsibility and Ethical Conduct**

- *Demonstrates ethical behaviors in accordance to the:*
  - *Code of Ethics of the Education Profession in Florida (SBE Rule 6A-10.080); and*

- *Principles of Professional Conduct for the Education Profession in Florida (SBE Rule 6B-10.081); and*
  - *University of Central Florida's The Golden Rule Student Handbook; and*
  - *Any other applicable Code of Ethics related to the specific discipline or placement.*
- (D4)**
- *Demonstrates professional commitment by being punctual and responsible, attending class regularly, and completing assignments and/or course requirements on time. (D4)*
  - *Models professional relationships with all students, colleagues, supervisors, parents/guardians, families, and behaviors demonstrate appropriate professional etiquette. (D4)*
  - *Recognizes signs of tendency toward violence and severe emotional distress in students and applies techniques of crisis intervention. (D3)*
  - *Recognizes the physical and behavioral indicators of child abuse and neglect and knows rights and responsibilities regarding reporting. (D3)*
  - *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. (D3)*
  - *Other professional dispositions as appropriate.*

## Procedures

### Code of Professional Conduct

**If any faculty or staff member has a concern with a candidate's professional dispositions and/or performance concern(s), the following guidelines will be used for counseling, documenting and remediating concerns:**

1. Candidates enrolled in certification programs in the College of Education and Human Performance are provided information concerning the UCF College of Education and Human Performance Code of Professional Conduct document and how the unit's professional dispositions and/or performance are assessed in alignment with the Florida Educator Accomplished Practices. The information is located on the CEDHP website, course syllabi, and the *Student Teaching Handbook*.
2. If any faculty or staff member has a concern with a candidate's professional dispositions and/or performance concern(s), that faculty or staff member shall counsel with the candidate. If the concern persists, the faculty or staff member will conduct a formal counseling session with the candidate and document the concern(s) and develop a plan for improvement using the ***Professional Dispositions and/or Performance Concern(s) Remediation Form***. Copies of the completed form will be provided to the candidate, the candidate's advisor, the appropriate Faculty Administrator associated with School or Department, School Director or Department Chair, Offices of Undergraduate/Graduate

Affairs, Director for Accreditation and Program Approval, and Associate Dean for Academic Affairs.

3. When a plan of action does not satisfactorily resolve the candidate's 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 Candidate Issues Committee) meeting for the purpose of recommending, deferring, or denying the candidate's further progression in the program.
4. Candidates who are denied further progression by the faculty committee may pursue the following appeal process:
  - The candidate sends a letter to the College of Education and Human Performance, Office of the Dean/Associate Dean for Academic Affairs asking to appeal the School or Departmental decision.
  - The Associate Dean for Academic Affairs responds with a letter to the candidate requesting the candidate provide appropriate documentation to support the appeal. The candidate has 10 days from the date the letter is received to respond in writing.
  - The Associate Dean for Academic Affairs has 10 days from the date the documentation is received to respond in writing.
  - If the candidate wishes to appeal the responsible Associate Dean for Academic Affairs' decision, the candidate sends a letter to the Dean of the College of Education and Human Performance asking to appeal the decision.
  - The College Dean responds with a letter to the candidate requesting the candidate to provide appropriate documentation to support the appeal. The candidate 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 candidate.



\_\_\_\_\_  
Candidate's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty/Staff Member Signature

\_\_\_\_\_  
Date

**Copies and Documentation:**

The candidate will receive a copy of the completed/signed *Professional Dispositions and/or Performance Concern(s) Remediation Form* at the counseling meeting.

The **original copy** of the completed/signed copy *Professional Dispositions and/or Performance Concern(s) Remediation Form* will maintained by the Academic Unit (i.e., Department or School).

**cc: A copy of the signed *Professional Dispositions and/or Performance Concern(s) Remediation Form* will be provided to the following individuals:**

Candidate's Faculty Advisor

School Director or Department Chairperson

Director for Undergraduate Affairs, or Director for Office of Graduate Affairs

Director for Accreditation and Program Approval\*

Associate Dean for Academic Affairs

Date received by Office of Student Services: \_\_\_\_\_  
Date

**\*For accreditation and state program approval documentation processes, the CEDHP Director for Accreditation and Program Approval will maintain a data file of candidates' remediation progress.**

**In addition to the *Professional Dispositions and/or Performance Concern(s) Remediation Form*, also please forward periodic summary reports of remediation progress to the Director for Accreditation and Program Approval for documentation purposes.**