Professionalism in Teacher Education

Professionalism is expected of all our candidates during all of their course work, field experiences, and student teaching. These characteristics and traits are measured on the Professional Disposition Evaluation Report and are connected to the INTASC Principles. The five areas identified below are there to support your growth as a student and future teacher.

1. **Professional attitude.**
   Collaborates with all stakeholders in education (university faculty and fellow students; school principals, teachers, staff, and students). Values learning, students, teaching, and schooling. Demonstrates openness, courtesy, conscientiousness, reliability, caring, and compassion. Identifies with professional educators. Dresses and behaves professionally. Discerns the extent to which personal belief systems and values may affect the instructional process. (Dispositions Report 7-10, 18-21)

   **Examples:**
   - Openness—willingly accepts feedback from instructors, classroom teachers, supervisors, etc.
   - Courteous—is polite and respectful to faculty, staff, peers, school principals, teachers and students; attentively listens in class (both on-campus and in school classrooms); does not hold private conversations during class when others are speaking; turns off iPod and cell phone (not on vibrate); does not answer phone and does not send text messages
   - Conscientiousness—consistently arrives on time for campus class or school classroom observation, attends class regularly, keeps appointments with classroom teachers
   - Reliable—follows through on assignments and appointments
   - Caring and Compassion—demonstrates thoughtfulness and sensitivity to the needs of others

2. **Professional ethics.**
   Understands the value of education and the role of intellectual and ethical values. Models moral standards that are expected in the profession, such as confidentiality, fairness, honesty, trustworthiness, and integrity. Models a commitment to intellectual, moral, and professional virtues.
   (Professional Dispositions Report 12, 23)

   **Examples:**
   - Confidentiality—is aware of the Family Education Rights and Privacy Act (FERPA) and does not share information regarding students and school personnel.
   - Respect—does not spread rumors or gossip, defers to others, shares opinions and listens to others.
   - Fairness—gives consideration and shows impartiality whether dealing with students or adults
   - Honesty—is truthful and candid throughout all aspects of his/her education process
   - Trustworthiness—is dependable, reliable and believable whether in or out of the classroom
   - Integrity—is forthright, sincere and straightforward in dealings with faculty, peers, classroom teachers, students, etc.

3. **Professional development/service.**
   Is involved in professional development and service activities. Performs non-teaching duties required of a teacher such as administrative tasks (attendance, etc) and school or community services (committee work, participation in events). Accepts teaching as a lifelong learning process and continues efforts to develop and improve. Uses community and home resources to enhance school programs. (Professional Dispositions Report 11, 22, 24)

   **Examples:**
   - Non-teaching duties—takes lunch count, puts away teaching supplies, makes copies, etc.
   - School service—attends school night activities (turkey bingo, literacy night, PTO, serves on committees, etc.)
   - Life-long learning—reads professionally, takes courses and workshops, attends conferences, makes professional presentations
4. **Professional human relations.**
Establishes positive and effective relationships with faculty, students, parents, colleagues, administrators, and community members. Demonstrates an appreciation of cultural diversity, individual differences and exceptionalities of students. Discourages prejudice and unfair discrimination in his/her classroom. Understands and respects varying points of view and the influence of one's own on others. (Dispositions Report 17, 18, 19)

Examples:
**Positive relationships**--is consistently positive and friendly to those with whom he/she works; builds relationships with parents and/or caregivers.

**Appreciation of diversity**--recognizes and respects individuals who may differ in a variety of ways (socioeconomic, cultural, racial, special needs, etc.)

**Discourages prejudice**--immediately addresses any situation that might lend itself to any form of prejudice or discrimination (such as a student who is poor and does not dress as well being singled out and laughed at, or a student of different race being isolated, etc.)

**Discourages teasing and bullying**-- works to protect all learners from unacceptable, worrisome treatment by peers and/or others

5. **Professional knowledge and execution of duties.**
Understands responsibilities associated with being a competent professional, including following laws, regulations, policies, requirements and procedures. Exercises good judgment in planning and managing time and other resources. (Professional Dispositions Report 11, 13, 14, 23, 24)

Examples:
**Competent professional**--is aware of the North Dakota Code for Professional Educators and the North Dakota Century Code Guidelines for Student Teachers, Cooperating Teachers, and University Supervisors.

**Good judgment**--uses common sense in planning lessons and managing time (planning effective transitions, correcting papers and returning in a timely way, etc.), makes sound decisions about using school and personal resources.