

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 candidates in 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 read and acknowledge the Professional Dispositions of Effective Educators – Professional Education Candidate Form in the designated online platform in the first semester of their program. Their electronic signature indicates an understanding of the expectations for their professional dispositions throughout their tenure in their program. This acknowledgement is stored in the online platform managed by the Delaware Center for Teacher Education (DCTE).

Candidates also 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 dispositions listed within the policy. The candidates review the Professional Dispositions of Effective Educators Candidate Form (see Appendix B) during the presentation.

During the EPP

Candidates read and acknowledge the Professional Dispositions of Effective Educators – Professional Education Candidate Form in the designated online platform at the beginning of each academic year to reaffirm their understanding of it. This acknowledgement reminds them about the expectations in this policy.

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 dispositions, then they complete the Professional Dispositions of Effective Educators – Evaluator (PDEE-E) Form and submit it to the candidate's program coordinator. Faculty, staff, and school-based partners can complete this form at any time throughout the candidates' program when they wish to communicate a concern.

In addition, a faculty, staff, and/or clinical educators rate candidates on their display of the dispositions at the "prior to exit" checkpoint during the course listed in Appendix A. This checkpoint for the candidates' dispositions ensures a comprehensive review of their behaviors and potentially captures concerns that may not rise to the level of a PDEE-E form. DCTE will provide the program coordinators with the candidates' dispositions ratings and highlight when candidates receive a rating of 1.

The program coordinator determines if a meeting with a candidate is warranted after reviewing a submitted PDEE-E Form or the dispositions ratings at the "prior to exit" checkpoint. The dispositions meeting process is outlined below.

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 DCTE Academic Advisor is notified about the meeting and may be invited to the meeting. The group discusses the candidate's behavior, the program's expectations, and an improvement plan.
2. At the end of the meeting, the program coordinator may decide that:
 - The candidate does not need an improvement plan,
 - The candidate needs to fulfill an improvement plan, or
 - S/he will consult with the department chair about the candidate's status in the program.
3. The candidate signs the form at the end of the meeting, indicating that s/he has read the form and understands the outcome of the meeting. The program coordinator submits the signed form to the DCTE Academic Advisor.
4. If the program coordinator consults with the department chair/director about the candidate's status in the program, then s/he must inform the candidate within five business days if the candidate will or will not be permitted to enroll in courses within the department/school in the future.

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 in order to ensure that they exhibit the dispositions needed to be effective educators. Candidates not meeting the program expectations for dispositions may not graduate from the program.

DCTE will provide the program coordinators with the candidates' dispositions ratings and highlight when candidates receive a rating of 1. The Senior Associate Director of DCTE who oversees accreditation shares the aggregated dispositions data and analysis of them for the prior year with the University Council on Teacher Education at one of their monthly fall meetings in order to inform the Council members of patterns in the candidates' behaviors.

Appendix A
Timeline for Dispositions Ratings

Program Assessment Plans – Initial Preparation Programs

Program	Dispositions				
	Entry	Prior to Exit		Exit	
Agricultural Education (U)	EDUC 413/419	AGED 480 (Fall)	Clinical Educator	Student Teaching	Clinical Educator & Field Instructor
Agricultural Education (G)	EDUC 613/619	AGED 680 (Fall)	Clinical Educator	Internship	Clinical Educator & Field Instructor
English Education (U)	EDUC 413/419	ENGL 491 (Fall)	Clinical Educator	Student Teaching	Clinical Educator & Field Instructor
Foreign Language Education – French, German, Latin, Italian, Spanish (U)	EDUC 413/419	LLCU 421 (Spring)	Course instructor they are shadowing	Student Teaching	Clinical Educator & Field Instructor
Foreign Language Education – French, German, Latin, Italian, Spanish (G)	EDUC 613/619	LLCU 621 (Spring)	Course Instructor	Student Teaching	Clinical Educator & Field Instructor
Mathematics Education (U)	EDUC 413/419	MATH 380 (Fall)	Clinical Educator	Student Teaching	Clinical Educator & Field Instructor
Music Education (U)	MUED 377	MUED 478 & 479 (Fall)	Clinical Educator	Student Teaching	Clinical Educator & Field Instructor
Science Education – Biology, Chemistry, Earth Science, Physics (U)	EDUC 413/419	SCEN 491	Clinical Educator	Student Teaching	Clinical Educator & Field Instructor
Social Studies Education – Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology (U)	EDUC 413/419	HIST 491 (Fall)	Clinical Educator	Student Teaching	Clinical Educator & Field Instructor
Social Studies Education – Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology (G)	EDUC 613/619	HIST 692 (Fall)	Clinical Educator	Student Teaching	Clinical Educator & Field Instructor
Health Education (U)	EDUC 413/419	BHAN 414 (Fall)	Clinical Educator	Student Teaching	Clinical Educator & Field Instructor
Physical Education (U)	EDUC 413/419	BHAN 414 (Fall)	Clinical Educator	Student Teaching	Clinical Educator & Field Instructor
Family and Consumer Science (U)	EDUC 413	HDFS 439	Clinical Educator	Student	Clinical Educator &

		(Fall)		Teaching	Field Instructor
Blended Early Childhood Education (U)	HDFS 224	HDFS 433 (Spring)	Clinical Educator	Student Teaching	Clinical Educator & Field Instructor
Elementary Education (U)	EDUC 100	EDUC 310 (Fall and Spring)	Clinical Educator and Methods Supervisor	Student Teaching	Clinical Educator & Field Instructor
Elementary & Special Education (U)	EDUC 100	EDUC 310 (Fall and Spring)	Clinical Educator and Methods Supervisor	Student Teaching	Clinical Educator & Field Instructor
Elementary & Middle School English (U)	EDUC 100	EDUC 310 (Fall and Spring)	Clinical Educator and Methods Supervisor	Student Teaching	Clinical Educator & Field Instructor
Elementary & Middle School Mathematics (U)	EDUC 100	EDUC 310 (Fall and Spring)	Clinical Educator and Methods Supervisor	Student Teaching	Clinical Educator & Field Instructor
Elementary & Middle School Science (U)	EDUC 100	EDUC 310 (Fall and Spring)	Clinical Educator and Methods Supervisor	Student Teaching	Clinical Educator & Field Instructor
Elementary & Middle School Social Studies (U)	EDUC 100	EDUC 310 (Fall and Spring)	Clinical Educator and Methods Supervisor	Student Teaching	Clinical Educator & Field Instructor
Elementary Education & ESL (U)	EDUC 100	EDUC 310 (Fall and Spring)	Clinical Educator and Methods Supervisor	Student Teaching	Clinical Educator & Field Instructor
Exceptional Children & Youth (G) MPCP and 4+1	Graduate Orientation	EDUC 750 (Fall)	MPCP – Field Instructor 4+1 – Clinical Educator & Field Instructor	EDUC 750 – spring semester	MPCP – Field Instructor 4+1 –Clinical Educator & Field Instructor
Teaching English as a Second Language (G)	Graduate Orientation	EDUC 741 (Spring)	Clinical Educator	EDUC 750 (Internship)	Clinical Educator & Field Instructor

Program Assessment Plans – Advanced Programs for Other School Professionals

Program	Dispositions				
	Entry	Prior to Exit		Exit	
School Psychology (Specialist/Doctorate)	Graduate Orientation	EDUC 671 (Fall)	Course Instructor	EDUC 688/888 (Internship - Spring)	Course Instructor
Educational Leadership (D, certification track)	Graduate Orientation	EDUC 863 (Spring)	Course Instructor	EDUC 879 (Internship - Summer)	Course Instructor

Program Assessment Plans – Advanced Programs for Teachers

Program	Dispositions		
	Entry	Exit	
Childhood Foreign Language Education (M)	Program Coordinator	LLCU 629 (Spring)	Course Instructor
Educational Leadership (D, non-certification track)	Graduate Orientation	EDUC 863 (Spring)	Course Instructor
Educational Technology (M)	Graduate Orientation	EDUC 692 (Spring)	Course Instructor
Exceptional Children & Youth (M)	Graduate Orientation	EDUC 745 (Spring)	Course Instructor
Teacher Leadership (M)	Graduate Orientation	EDUC 768 (Odd-Year Falls)	Course Instructor

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, reflective, respectful, and responsible ways. The purpose for rating candidates on their dispositions is to identify 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 read and acknowledge the Professional Dispositions of Effective Educators – Professional Education Candidate Form in the designated online platform at the beginning of each academic year. Their electronic signature indicates an understanding of the expectations for their professional dispositions throughout their tenure in their program.

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 dispositions, then they complete the Professional Dispositions of Effective Educators – Evaluation Form and submit it to the candidate's program coordinator. Faculty, staff, and school-based partners can complete this form at any time throughout the candidates' program when they wish to communicate a concern.

In addition, faculty, staff, and/or clinical educators rate candidates on their display of the dispositions prior to the end of their program and again at the end of the program. The program coordinators will receive the candidates' dispositions ratings.

The program coordinator determines if a meeting with a candidate is warranted after reviewing a submitted PDEE-E Form or the dispositions ratings prior to the end of the program and at the end of the program. The dispositions meeting process is outlined below. Candidates may be invited to a dispositions meeting if they receive a rating of 1 on a scale of 1 (rarely), 2 (sometimes, but not consistently), and 3 (consistently).

1. The program coordinator meets with the candidate, the candidate's advisor, and individual who submitted the form within ten business days. The DCTE Academic Advisor is notified about the meeting and may be invited to the meeting. The group discusses the candidate's behavior, the program's expectations, and an improvement plan.
2. At the end of the meeting, the program coordinator may decide that:
 - The candidate does not need an improvement plan,
 - The candidate needs to fulfill an improvement plan, or
 - S/he will consult with the department chair about the candidate's status in the program.
3. The candidate signs the form at the end of the meeting, indicating that s/he has read the form and understands the outcome of the meeting. The program coordinator submits the signed form to the DCTE Academic Advisor.
4. If the program coordinator consults with the department chair/director about the candidate's status in the program, then s/he must inform the candidate within five business days if the candidate will or will not be permitted to enroll in courses within the department/school in the future.

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

As an effective educator, the candidate:	Rating:		Comments
	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

3. If a dispositions meeting is held, indicate the outcome below.

- Candidate does not need an improvement plan.
- Candidate needs to fulfill an improvement plan.
- The program coordinator will consult with the department chair on the candidate's status in the program.

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.