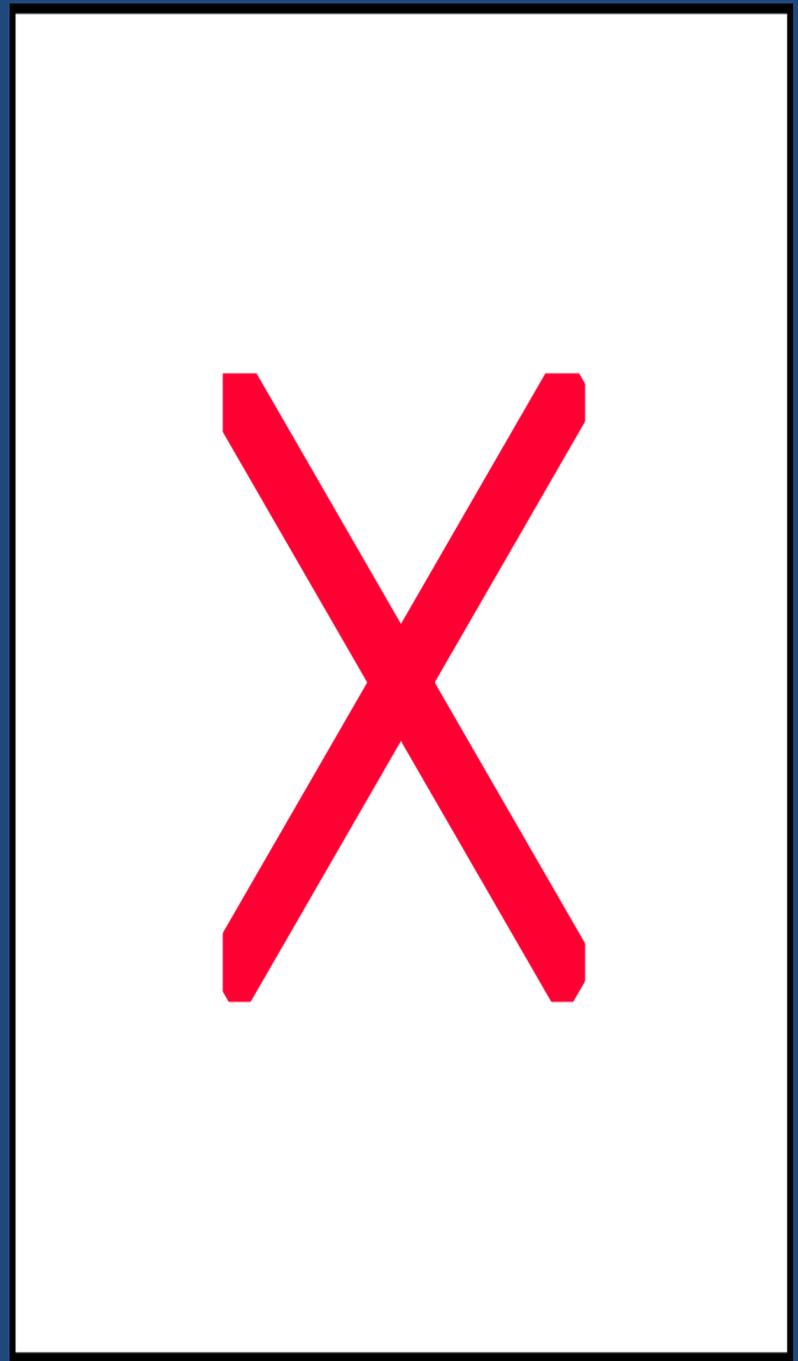




PennState
College of Education

Professional Dispositions and Teacher Preparation



Our Focus

Statements included

- NEA
- Pennsylvania Code
- NC State Teacher candidates
- U. of Minnesota

- 4 disposition statements
- Classroom activity
- A statement

**NEA
Code of Ethics
of the
Education Profession**

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

PRINCIPLE I: ***Commitment to the Student***

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. **Shall not** unreasonably restrain the student from independent action in the pursuit of learning.
2. **Shall not** unreasonably deny the student's access to varying points of view.
3. **Shall not** deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. **Shall not** intentionally expose the student to embarrassment or disparagement.
6. **Shall not** on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
7. **Shall not** use professional relationships with students for private advantage.
8. **Shall not** disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II: *Commitment to the Profession*

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator—

1. **Shall not** in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. **Shall not** misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. **Shall not** knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. **Shall not** assist a noneducator in the unauthorized practice of teaching.
6. **Shall not** disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. **Shall not** knowingly make false or malicious statements about a colleague.
8. **Shall not** accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 1. Mission

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

Section 2. Introduction

- (a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251—12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).
- (b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 3. Purpose

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 4. Practices

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

- (1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101—27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employe Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.
- (2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.
- (3) Professional educators shall maintain high levels of competence throughout their careers.
- (4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 4. Practices (continued)

(5) Professional educators shall accept the **value of diversity** in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of **good citizenship and societal responsibility**.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6—235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal obligations

- (a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251—12-1268), known as the Teacher Certification Law.
- (b) The professional educator may not engage in conduct prohibited by:
 - (1) The Public School Code of 1949 (24 P. S. § § 1-101—27-2702) and other laws relating to the schools or the education of children.
 - (2) The applicable laws of the Commonwealth establishing ethics of public officials and public employes, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401—413), known as the Public Official and Employee Ethics Law.
- (c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 7. Certification

The professional educator may not:

- (1) Accept employment, when not properly certificated, in a position for which certification is required.
- (2) Assist entry into or continuance in the education profession of an unqualified person.
- (3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil rights

The professional educator may not:

- (1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
- (2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 9. Improper personal or financial gain.

The professional educator may not:

- (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 11. Professional relationships

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

N.C. State - Teacher Candidate Dispositions Awareness

SCHOLARLY

The candidate

- *Actively seeks resources to expand his/her content and pedagogical knowledge*
- *Engages in continuous learning through participation in professional development opportunities*
- *Strives for quality work that is accurate, thoughtful, and technically correct*

ETHICAL

The candidate

- *Commits to teaching all students*
- *Maintains confidentiality*
- *Interacts appropriately with students and their families, peers, faculty, administrators, and external audiences*
- *Exhibits professional demeanor (timeliness, attendance, attire, attitudes) in university and school settings*
- *Adheres to federal and state school law, district, and building policies*
- *Uses district approved discipline methods for all students*
- *Collaborates productively with peers and faculty and assumes responsibility in those activities*

REFLECTIVE

The candidate

- *Accepts and uses constructive feedback to make modification*
- *Uses self-evaluation to improve performance*
- *Seeks feedback from peers and faculty to improve performance*

VALUERS OF DIVERSITY

The candidate

- *Respects students, peers, and faculty members as individuals and as members of identified groups*
- *Commits to diverse and inclusive learning environments*
- *Promotes the success of all students*

EXPERIENCED IN PRACTICAL APPLICATIONS OF KNOWLEDGE

The candidate

- *Incorporates researched-based instructional practice into classroom practice*
- *Considers critical questions regarding teaching and learning before, during and after lesson and unit implementation*
- *Uses knowledge to advocate for students and work with their families*

U. Of Minnesota - Dispositions Assessment Evaluation Form

Professional Conduct

- ✧ *Accepts responsibilities*
- ✧ *Completes assignments on time*
- ✧ *Carries out assignments independently when needed*
- ✧ *Arrives on time*
- ✧ *Presents self in a manner appropriate to the setting*

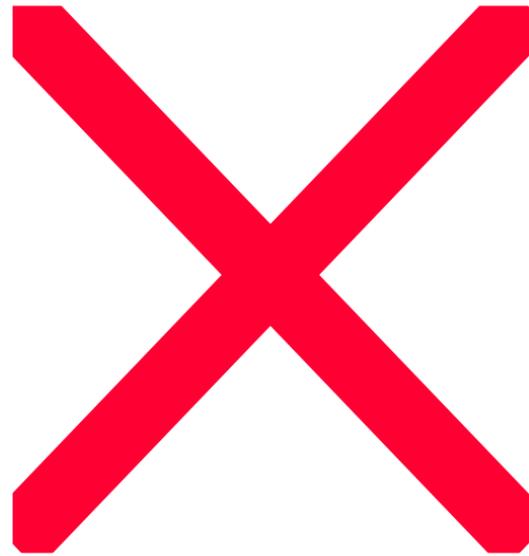
Professional Qualities

- ✧ *Adapts easily to changing circumstances*
- ✧ *Seeks and accepts suggestions of others*
- ✧ *Demonstrates ability and willingness to self-assess*
- ✧ *Shows appreciation for diversity*
- ✧ *Responds appropriately to issues of bias and discrimination as they arise*
- ✧ *Takes initiative in making a contribution to the learning community*
- ✧ *Demonstrates enthusiasm about the subject matter*
- ✧ *Demonstrates a commitment to the individual student*
- ✧ *Expresses responsibility for helping all students achieve*

Communication and Collaboration

- ✧ *Collaborates effectively with others*
- ✧ *Uses good judgment in interactions with others*
- ✧ *Displays sensitivity in interacting with others*
- ✧ *Behaves ethically in dealings with others*
- ✧ *Respects and responds appropriately to differences in point of view*
- ✧ *Demonstrates effective written communication skills*
- ✧ *Demonstrates effective oral communication skills*
- ✧ *Demonstrates a commitment to working with families*

What DO I believe?



Professional Dispositions Activity

Instructions:

What follows is a collection of questions intended to draw you deeply into both the language and content of each of the 4 “disposition” statements.

You will be completing these questions in small groups. Within your small group, you will be assigned to complete either Part A or Part B.

Then, once you have completed your part, you will share answers with group members who have completed a different part. Once responses to Parts A and B have been shared, your group will complete Part C.

The conclusion of this activity will be a whole group discussion.

Part A: PA Code of Conduct

Section 2, Introduction a.

1. To what 4 entities does the code pertain?

Introduction b.

2. What is the meaning of “moral commitment”?

Section 3, Purpose a.

3. What belief do Commonwealth professional educators hold?

4. What guides the conduct of Commonwealth professional educators and the provision of their services?

Section 3, Purpose b.

5. What is the professional educator’s primary responsibility?

6. Identify 5 foci central to the development of a student’s potential.

7. In what 4 actions do educators engage toward the achievement of the 5 central foci (identified in question #6)?

Section 4 Practices

8. Section 4 outlines 10 distinct practices. Assign each practice to the five foci (detailed in Section 3, Purposes (b)).

Sections 6, 7, 8, 9, 10, 11

9. In these 6 sections (Legal obligations, Certification, Civil rights, Improper personal/financial gain, Relationships w/ students, Professional relationships), can you

identify values distinct from those mentioned in either

Section 3b (5 foci) or elsewhere in this document? Explain.

10. Are there values or commitments not mentioned that you believe important and for which you’d advocate inclusion? Explain.

Professional Dispositions Activity

Part B: NEA Code of Ethics

Preamble

1. Though two “commitments” are expressly identified (see Principle I and II), a third commitment is implied within the preamble. Name these 3 commitments.
2. What 4 beliefs or “recognitions” are identified as belonging to the educator?

Principle I

3. Assign (using the space provided above) the 8 distinct “prohibitions” (the educator shall not ...) to the 4 beliefs/recognitions outlined in the preamble.

Principle II

4. What is the belief about the relationship between the “quality of the services of education profession” and nation/citizens?
5. What is the intention behind these 8 prohibitions?

The journey ...

To identify, articulate,
justify, evolve, and
enact ...



Instructions for Paper #2

Context

At this point in the semester, you've nearly completed your "introductory field experiences" having taken 2 all-day field trips to schools as well as nearly completing a 2-hour, weekly tutoring/volunteer experience intended to provide you with a consistent opportunity to "learn about learning and learners."

Believing that these course-related experiences (in addition to prior experiences to be sure) are informing your beliefs about learning, learners, the profession of education, schools, teachers and teaching, etc., you're now in a position to analyze actual "belief statements" that exist within the profession. These belief statements (also known as a "code of ethics" or "disposition statement" or a "code of conduct") are declarations (by institutions such as a school or by a profession) that explicitly or implicitly express what is most valued and what is held as the standards of excellence.

In your packet of readings, you will find 4 examples of these "belief statements" selected by our College of Education faculty for your consideration. In preparation for our Week #12 (Unlearning Lesson #7) class meeting, please read all 4 of these statements. You will be asked to work individually and in small groups during class to analyze these statements—comparing and contrasting, identifying contradictions, discerning overarching commitments, etc.

Instructions

Following our class activity, your task in Paper #2 is to address the following:

- (1) *What are the principles (or beliefs or values or dispositions, etc.) to which YOU—as a teacher—will commit yourself and your teaching?*

An example of one principle might be "I will commit myself to the promotion of inquiry, to asking questions, to supporting children/young people in their quest for understanding." You would then elaborate on what such a principle would "look like"—when practiced—in an actual classroom.

- (2) *What evidence (from the entire range of your life/student experiences) can you site in support of your commitment to these principles?*

Using the example provided in (1), you might provide evidence in the form of a story about the positive effects you've experienced in your own educational path when allowed to raise questions and to seek understanding. You would provide a description of how this experience has informed your commitment to this principle as one (among others) of your highest "standards" of teaching excellence.

The length of the paper should be 2-3 pages, double-spaced, 12-point font, 1 in. margin. **Please submit to ANGEL dropbox NO LATER THAN Sunday, April 12 at 12 midnight.**

Point value = 10 pts.

What our students wrote ...

7 examples



















