

Professional Dispositions Guidelines

The School of Education at the University of Michigan-Dearborn believes that professional educators should adhere to the highest ethical standards. All of the following dispositions which are based upon the Michigan Professional Educator's Code of Ethics and the Professional Standards for Michigan Teachers developed by the Michigan Department of Education (http://www.michigan.gov/documents/Code_of_Ethics_Layout_128009_7.pdf) are expected of our pre-service and graduate candidates throughout every educational experience (University classroom and field experiences) in the Teacher Education Program:

1. Exhibits commitment to helping all students learn.
2. Respects confidentiality of all students, families, peers and other professionals both in the University classroom and in the field.
3. Responsive to issues related to differing worldviews (e.g., religion and culture) and various forms of oppression (e.g., racism, sexism, homophobia, and disabilities) and their implications for practice.
4. Demonstrates a commitment to value diversity and develop knowledge and awareness of how to effectively work with students and colleagues in multicultural environments.
5. Engages in clear, accurate, and appropriate oral and written communication
6. Deals respectfully with peers, faculty, and other professionals; responds appropriately to feedback; takes responsibility for actions; is flexible and appropriately modifies behavior.
7. Demonstrates collegiality by working with peers, faculty and instructors in collaborative, reflective and problem-solving settings.
8. Exhibits a realistic appraisal of self and the profession.
9. Displays a professional demeanor (e.g., appropriate dress, regular attendance, active class participation), meets course/field work requirements, and is enthusiastic, confident and dedicated to profession.
10. Has high academic expectations of self and other learners, takes risks, and contributes to a climate of mutual respect.
11. Demonstrates truth and honesty by abiding by the University of Michigan-Dearborn Code of Conduct for Academic and Non-Academic behavior.

The University of Michigan-Dearborn School of Education has instituted a regular and formal evaluation process by which educators in the field and UM-Dearborn faculty are requested to provide appropriate feedback to education students regarding their professional relationships, responsibilities and competency. The process incorporates the qualities, characteristics and behaviors of professional performance detailed in this document.

Concern Reports are used to identify potential concerns that might interfere with an education student becoming a successful teacher. Their purpose is to allow intervention in a manner that will help to resolve the concern in such a way that everyone will benefit. The major purpose is to act to resolve the concern before it might interfere with the student becoming at risk of not successfully completing the program and to prevent current or future students of the SOE student from receiving poor instruction.

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When a *Concern Report* is filled out, a copy will be placed in the Associate Dean's Office. It is expected that there will be some resolution of the concern worked out between the instructor and/or cooperating teacher and the SOE student. The file is not considered a permanent record and the reports will not be available to potential employers; they will be returned to the student upon request within one year of graduation.

If a SOE student receives two or more *Concern Reports* before graduation, the SOE Professional Dispositions Committee will work with that student in an effort to resolve the concern. This committee will be formed to assist the student in the area of concern. It is not meant as a disciplinary procedure but rather one of assistance.

Should a student believe that the procedures are unfair or not in the student's best interests, the student may petition the SOE Professional Dispositions Committee for a review of her/his case. The Committee will consist of three SOE faculty members and one faculty member from the University of Michigan-Dearborn Teacher Preparation Council.

I have read and understand the Professional Dispositional Guidelines developed and adopted by the School of Education at the University of Michigan-Dearborn. I understand that these standards will be used in part to evaluate my performance in coursework and in field experiences. I further understand that my failure to demonstrate the behaviors and attitudes as outlined in the Guidelines may result in a formal review, which could lead to the dismissal from the program. Decisions may be appealed to the Executive Committee in the School of Education

Student Signature

Date

Procedure for Faculty/Student Concern Report

Level 1: Single Course/Individual Faculty Concerns

- 1) Faculty meets with the student to raise concern.
 - a. Fill out Concern Report
 - i. Annotates date
 - ii. Creates timeline with improvement plan if necessary
 - b. Faculty and student sign the completed Concern Report
- 2) Faculty sends signed Concern Report to the SOE Associate Dean to place in student's file. A second signed copy will be given to the student.
- 3) Should a student believe that the procedures are unfair or not in the student's best interests, the student may petition the SOE Professional Dispositions Committee for a review of her/his case. The Committee will consist of three SOE faculty members and one faculty member from the University of Michigan-Dearborn Teacher Preparation Council.

Level 2: Multiple Course/Multiple Faculty Concerns

- 1) Chair of the SOE Dispositions Committee will review all Concern Reports and initiate a second level of intervention if the collective concerns place the student in jeopardy of not meeting certification or professional standards.
- 2) The SOE Dispositions Committee will identify a faculty mentor to meet with said student within two weeks of the Committee meeting, articulating the specifics which *place the student in jeopardy of removal from the education program*.
 - a. Student and faculty mentor will develop a written plan during the meeting to address concerns within a specified time frame. The signed plan will be given to the SOE Associate Dean to place in student's file. A second signed copy will be given to the student.
 - b. Faculty mentor will monitor student progress, collecting any evidence supporting student progress and make a final recommendation to the SOE Dispositions Committee.
- 3) Should a student believe that the procedures are unfair or not in the student's best interests, the student may petition the SOE Executive Committee for a review of her/his case.



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Concern Report Template

TO: (Student Name)

FROM: (Faculty Member)

DATE:

RE: (Student Name) Statement of Concern

You are being given this statement with copies to be placed in your file and a copy to be kept in the School of Education Associate Dean’s office due to concerns regarding your ability to consistently demonstrate the professional dispositions necessary to be an effective education professional. The UM-Dearborn School of Education dispositions reflect the Professional Standards for Michigan Teachers and the Michigan Professional Education’s Code of Ethics developed by the State Department of Education. There is concern you are not currently meeting one or more of the dispositions deemed by the State Department of Education and the University of Michigan-Dearborn School of Education as necessary for an education professional. Our concerns, evidence, and suggested actions are outlined below.

Relevant dispositional area(s) of concern and context:

Note which dispositions you have concerns about and why.

Professional Relationships	Professional Responsibilities	Professional Competency
Student-Faculty	Class Attendance	Subject Matter Knowledge
Student-Peer	Class Participation	Oral Expression
Student-Pupil	Prompt Completion of Assignments	Written Expression
Student-Field Educators	Commitment (dedication, enthusiasm)	

- 1) Description of incident or explanation of concern:**
- 2) Interventions or areas of support provided to the student prior to this incident or concern.**
- 3) Suggested course of action or commentary:**
Note the appropriate actions that should be taken to assist this candidate.

Faculty Member Signature _____
Date

I have read the Statement of Concern. I understand I may write a response and request that the response be added to my file along with this statement.

Student Signature _____
Date