

PROFESSIONAL BEHAVIOR PROTOCOL

University Supervisors and Cooperating Teachers

The behavior and performance of professional educators impacts students, families, colleagues, and communities. It is important for both teacher candidates and advanced students to understand that their actions, attitudes, knowledge, and skills can greatly affect K-12 student outcomes as well as influencing mentor teachers and other members of the school community.

As a mentor/supervisor for University of Montana teacher candidates, you are a valued *faculty member* of our professional education unit. In this role, you are encouraged to use the following procedures to address concerns regarding the professional behavior of a teacher candidates and advanced students during clinical experiences.

- 1) Notify the student regarding the behavioral concern in a verifiable manner. (e.g., discussion of a written observation record, meeting with the student and University Supervisor, conversation followed by an e-mail summarizing the concern).
- 2) If behaviors are not corrected after the initial notification, or the issue is considered a serious infraction, a Professional Behavioral Form (see attached) may be generated by the professional education unit faculty member.
- 3) The Professional Behavior Form is signed by the author and submitted by email or in writing to the Director of Field Experiences. The Director will then consult with you, the student, and the student's advisor or other relevant faculty to determine next steps.

PROCEDURES FOR ADDRESSING PROFESSIONAL BEHAVIOR FORM:

In consultation with the professional education unit faculty member submitting the Professional Behavior Form, the Director of Field Experiences and the student's advisor may do one, or more, of the following regarding the behavioral infraction. The severity of the infraction may determine the entry point in the procedure.

- 1) The Director meets with the student to review and sign the Professional Behavior Form. The initial notification is considered sufficient because the student demonstrates responsibility for making suggested changes.
- 2) Professional education unit faculty may deem that additional support is necessary to help revise attitudes, behaviors, knowledge, and/or skills. After the submittal of a Professional Behavior Form, the Director of Field Experiences will work with other team members to develop a Professional Growth Plan.
- 3) If the student has accrued multiple alerts, and/or if the professional education unit faculty considers the behavioral infraction(s) serious, the student may be removed from the teacher education program. If the student desires to do so, he/she may then follow the appeal process.

PROFESSIONAL BEHAVIOR FORM

Teacher Education Faculty members at The University of Montana expect teacher candidates and advanced students to exhibit exemplary professional behavior, both in classes and during field work. If you have observed and addressed concerns regarding a teacher candidate's or advanced students' failure to meet any of the following professional behaviors and the performance has not significantly improved, please complete this form. Fax it to the Director of Field Experiences at **(406) 243-4908** or email: umfielddexperiences@umontana.edu

PROFESSIONAL BEHAVIORS – Approved by Curriculum and Instruction Faculty in May of 2010.	Student is <u>not</u> meeting the following expectation(s)
VALUES LEARNING	
Attendance: Meets all attendance requirements and is on time.	☐
Class Participation: - Demonstrates active engagement; participates in and facilitates discussions and activities. - Responds voluntarily to questions and uses higher level questioning.	☐ ☐
Class Preparation and Performance: - Meets assigned expectations consistently and demonstrates a solid work ethic. - Holds high expectations of self and others. - Incorporates feedback.	☐ ☐ ☐
Communication: - Speaks with civility and courtesy that is appropriate to the audience. - Responds to feedback in an appropriate manner. - Demonstrates active listening and seeks clarity.	☐ ☐ ☐
VALUES PERSONAL INTEGRITY	
Emotional Stability: Displays emotional maturity, compassion, and empathy.	☐
Ethical Behavior: - Is honest and trustworthy and respects confidentiality. - Is dedicated to the welfare of others. - Accepts responsibility for personal behaviors and actions.	☐ ☐ ☐
VALUES DIVERSITY	
Respect for Others: - Works willingly within a diverse learning community. - Demonstrates fairness and the belief that all students can learn.	☐ ☐
VALUES COLLABORATION	
Reciprocity: - Is receptive to the ideas of others. - Works with others to improve the educational experience.	☐ ☐
VALUES PROFESSIONALISM	
Professional Ethics: - Consistently follows school rules, policies, and dress codes. - Presents oneself in a professional manner appropriate to the time, place, and type of teaching/learning experiences. - Adheres to the <i>Professional Educators of Montana Code of Ethics</i>.	☐ ☐ ☐
Professional Development and Involvement: - Participates actively in professional development, conferences, and workshops. - Utilizes information gained from these events, resources, and publications to inform teaching and professional practice.	☐ ☐

PROFESSIONAL BEHAVIOR FORM

PERFORMANCE OUTCOMES – As stated in Teacher Candidate Evaluation Forms.	Student is <i>not</i> meeting the following expectation(s)
<u>Content and Pedagogical Knowledge:</u> 1. Demonstrates knowledge of the disciplines and subject matter related to curriculum. 2. Designs interdisciplinary and discrete subject area instruction to achieve curriculum goals. 3. Uses appropriate technologies and resources to enhance instruction and student performance. 4. Selects and designs appropriate, authentic means of assessing student learning and progress.	☐ ☐ ☐ ☐
<u>Management Skills:</u> 5. Implements instructional and behavioral management strategies. 6. Engages students in learning activities that promote critical and creative thinking.	☐ ☐
<u>Professional Dispositions:</u> 7. Designs and organizes learning environments to accommodate learners. 8. Communicates clearly, accurately, and professionally with students and their families, colleagues, and community members. 9. Reflects on professional responsibilities and demonstrates commitment to fairness and the ability of all to learn.	☐ ☐ ☐

Comments: Provide a description of the specific behavior exhibited by the student in each area of concern.

I, _____, (student name) saw and received this Professional Behavior Form and discussed it with education unit faculty in the teacher education program at the University of Montana.

Student Signature: _____

Date: _____

Professional Education Unit Faculty Signature: _____

Date: _____

Director of Field Experiences: _____

Date: _____

Faculty Advisor: _____

Date: _____