



College of Community Innovation and Education

School of Teacher Education

Code of Professional Conduct (2024)

The College of Community Innovation and Education's (CCIE) School of Teacher Education (STE) at the University of Central Florida (UCF) expects current and future educators to possess and exhibit professional dispositions and behaviors deemed essential to success as a professional educator. Assessment of these professional dispositions is integrated into key formative and summative standards-based performance assessments in initial and advanced educator preparation programs in the unit.

Additionally, please note the following statement as it applies to all courses offered in the School of Teacher Education:

All readings, texts, and/or books in this course may not adhere to specific district policy for use in the classroom. Teacher candidates are advised to consult with the internship mentor and district prior to using materials from this course with children in traditional K-12 school settings or informal teaching settings.

Professional Disposition Standards and Sample Indicators (2024)

Definitions:

Candidate: UCF-CCIE STE student

Student: Prekindergarten-grade 12 students; or *any individual who receives instruction/services from a UCF-CCIE STE candidate*

The UCF CCIE STE candidate:

1. Believes that all students will learn with appropriate instruction.

Observable behavioral indicators expected of CCIE STE candidates:

- *Sets, maintains, communicates, and applies high academic standards and expectations for all students.*
- *Provides equal educational opportunities for all students.*
- *Bases instructional decision-making on the collective and individual needs of students.*
- *Recognizes indicators of students' difficulty with academic learning, reading and computational processes, and applies appropriate measures to improve student-learning outcomes.*

- *Uses appropriate collaborative communications with parents/guardians, families, colleagues, supervisors, and other professionals in an effort to improve student-learning gains.*
- *Recognizes patterns of physical, social, emotional, and intellectual development in all students.*
- *Other discipline-specific professional dispositions as appropriate.*

2. Exhibits diversity values by demonstrating fairness, equity, social justice, and democracy.

Observable behavioral indicators expected of CCIE STE candidates:

- *Uses teaching and learning practices that include consideration of each student's learning development, differences, styles, needs, and background.*
- *Recognizes the educational needs of all students, including students who have limited proficiency in English, students with disabilities, gifted/talented and accelerated learners, and employs appropriate teaching practices.*
- *Includes adaptations/modifications in unit and lesson plans to accommodate the needs of all students.*
- *Demonstrates commitment to teaching all students regardless of sex, age, race, color, national or ethnic origin, primary language, social or family background, intellectual and physical ability, cognitive style, socioeconomic class, income, education, religious faith and non-faith perspectives, political ideology, gender identity and expression, sexual orientation, and communication style or other characteristics and circumstances.*
- *Other discipline-specific professional dispositions as appropriate.*

3. Recognizes professional responsibility for safety and well-being of all students.

Observable behavioral indicators expected of CCIE STE candidates:

- *Is committed to providing a safe and caring environment where every reasonable effort is made to protect students from harassment, bullying, and discrimination based on sex, age, race, color, national or ethnic origin, primary language, social or family background, intellectual and physical ability, cognitive style, socioeconomic class, income, education, religious faith and non-faith perspectives, political ideology, gender identity and expression, sexual orientation, and communication style or other characteristics and circumstances.*
- *Recognizes signs of tendency toward violence and severe emotional distress in students and applies techniques of crisis intervention.*
- *Recognizes the physical and behavioral indicators of child abuse and neglect and knows rights and responsibilities regarding reporting.*
- *Recognizes signs of alcohol and drug abuse in students and knows how to appropriately work with such students and seek assistance designed to prevent further abuse.*
- *Uses understanding, adaptive, open-minded, supportive, and encouraging behaviors, and attitudes.*
- *Other discipline-specific professional dispositions as appropriate.*

4. Demonstrates ethical professional behavior.

Observable behavioral indicators expected of CCIE STE candidates:

- *Demonstrates ethical behaviors in accordance with the:*
 - *Principles of Professional Conduct for the Education Profession in Florida (SBE Rule 6A-10.081, FAC); and*
 - *University of Central Florida's The Golden Rule Student Handbook; and*
 - *Any other applicable Code of Ethics related to the specific discipline or placement.*
- *Demonstrates professional commitment by being punctual and responsible, attending class regularly, and completing assignments and/or course requirements on time.*
- *Models professional relationships with all students, colleagues, supervisors, parents/guardians, families, and behaviors demonstrate appropriate professional etiquette.*
- *Engages with social media and other technology appropriately, responsibly, and consistent with placement guidelines (e.g., confidentiality of students, use of personal devices in class or with students).*
- *Fosters respectful communication among all members of the learning community and respects boundaries within professional relationships.*
- *Other discipline-specific professional dispositions as appropriate.*

5. Uses and reflects upon research-based and innovative practices.

Observable behavioral indicators expected of CCIE STE candidates:

- *Uses assessment, and other diagnostic procedures, to acquire knowledge and understanding of the learner in order to facilitate student-learning gains.*
- *Reads, comprehends, interprets, applies and/or conduct research and other professional materials in coursework and/or student teaching experiences.*
- *Uses and integrates appropriate technology in teaching and learning processes and in managing, evaluating, and improving individual and group instruction.*
- *Other discipline-specific professional dispositions as appropriate.*

6. Is committed to lifelong learning (e.g., academic, professional, behavioral).

Observable behavioral indicators expected of CCIE STE candidates:

- *Demonstrates willingness and ability to reflect upon one's own strengths and areas for improvement, as related to what one does, who one is, and how one thinks.*
- *Demonstrates professional initiative by being intellectually and academically curious.*
- *Models critical-thinking and problem-solving skills, self-critique, reflection, and accepts and acts on feedback for improving professional knowledge, skills, attitudes, and behaviors.*
- *Other discipline-specific professional dispositions as appropriate.*

The CCIE STE Professional Dispositions representative alignment to the Florida Educator Accomplished Practices (FEAPs)

The following representative alignment of professional dispositions (D) provides examples of how the unit's professional disposition standards are assessed in alignment with one or more of the 2023 Florida Educator Accomplished Practices (FEAPs), which have been adopted by the unit as its institutional standards. This is not intended to be a comprehensive alignment, but rather representative of the integration of professional dispositions with institutional standards since many of these professional dispositions may be reflected in multiple FEAPs. The professional dispositions are assessed throughout a candidate's program during 1) coursework; and 2) the final internship/practicum.

FEAP Domain A: Quality of Instruction

FEAP A1. Instructional Design and Lesson Planning

- *Sets, maintains, communicates, and applies high academic standards and expectations for all students. (D1)*
- *Uses teaching and learning practices that include consideration of each student's learning development, differences, styles, needs, and background. (D2)*
- *Includes adaptations/modifications in unit and lesson plans to accommodate the needs of all students. (D2)*
- *Other professional dispositions as appropriate.*

FEAP A2. The Learning Environment

- *Believes that all students will learn with appropriate instruction. (D1)*
- *Exhibits diversity values by demonstrating fairness, equity, social justice, and democracy. (D2)*
- *Recognizes professional responsibility for safety and well-being of all students. (D3)*
- *Is committed to providing a safe and caring environment where every reasonable effort is made to protect students from harassment, bullying and discrimination. (D3)*
- *Other professional dispositions as appropriate.*

FEAP A3. Instructional Delivery and Facilitation

- *Provides equal educational opportunities for all students. (D1)*
- *Recognizes indicators of students' difficulty with academic learning, reading and computational processes, and applies appropriate measures to improve student-learning outcomes. (D1)*

- *Uses appropriate collaborative communications with parents/guardians, families, colleagues, supervisors, and other professionals in an effort to improve student-learning gains. (D1)*
- *Is committed to providing a safe and caring environment where every reasonable effort is made to protect students from harassment, bullying and discrimination based on sex, age, race, color, national or ethnic origin, primary language, social or family background, intellectual and physical ability, cognitive style, socioeconomic class, income, education, religious faith and non-faith perspectives, political ideology, gender identity and expression, sexual orientation, and communication style or other characteristics and circumstances. (D3)*
- *Uses and integrates appropriate technology in teaching and learning processes and in managing, evaluating, and improving individual and group instruction. (D5)*
- *Models critical-thinking and problem-solving skills, self-critique, reflection, and accepts and acts on feedback for improving professional knowledge, skills, attitudes, and behaviors. (D6)*
- *Other professional dispositions as appropriate.*

FEAP A4. Assessment

- *Uses assessment, and other diagnostic procedures, to acquire knowledge and understanding of the learner in order to facilitate student-learning gains. (D5)*
- *Recognizes patterns of physical, social, emotional, and intellectual development in all students. (D1)*
- *Recognizes indicators of students' difficulty with academic learning, reading and computational processes, and applies appropriate measures to improve student-learning outcomes. (D1)*
- *Other professional dispositions as appropriate.*

FEAP Domain B: Continuous Improvement, Responsibility, and Ethics

FEAP B1. Continuous Professional Improvement

- *Demonstrates willingness and ability to reflect upon one's own strengths and areas for improvement, as related to what one does, who one is, and how one thinks. (D6)*
- *Demonstrates professional initiative by being intellectually and academically curious. (D6)*
- *Models critical-thinking and problem-solving skills, self-critique, reflection, and accepts and acts on feedback for improving professional knowledge, skills, attitudes, and behaviors. (D6)*
- *Other professional dispositions as appropriate.*

FEAP B2. Professional Responsibility and Ethical Conduct

- *Demonstrates ethical behaviors in accordance with the:*

- *Principles of Professional Conduct for the Education Profession in Florida (SBE Rule 6A-10.081, FAC); and*
- *University of Central Florida's The Golden Rule Student Handbook; and*
- *Any other applicable Code of Ethics related to the specific discipline or placement.*
(D4)
- *Demonstrates professional commitment by being punctual and responsible, attending class regularly, and completing assignments and/or course requirements on time. (D4)*
- *Models professional relationships with all students, colleagues, supervisors, parents/guardians, families, and behaviors demonstrate appropriate professional etiquette. (D4)*
- *Recognizes signs of tendency toward violence and severe emotional distress in students and applies techniques of crisis intervention. (D3)*
- *Recognizes the physical and behavioral indicators of child abuse and neglect and knows rights and responsibilities regarding reporting. (D3)*
- *Recognizes signs of alcohol and drug abuse in students and knows how to appropriately work with such students and seek assistance designed to prevent further abuse. (D3)*
- *Engages with social media and other technology appropriately, responsibly, and consistent with placement guidelines (e.g., confidentiality of students, use of personal devices in class or with students). (D4)*
- *Fosters respectful communication among all members of the learning community and respects boundaries within professional relationships. (D4)*
- *Other professional dispositions as appropriate.*

Code of Professional Conduct Procedures

If any faculty or staff member has a concern with a candidate's professional dispositions and/or performance concern(s), the following guidelines will be used for counseling, documenting, and remediating concerns:

1. Candidates enrolled in education programs in the School of Teacher Education (STE) in the College of Community Innovation and Education are provided information concerning the UCF CCIE School of Teacher Education Code of Professional Conduct document and how the unit's professional dispositions and/or performance are assessed in alignment with the Florida Educator Accomplished Practices. The information is located on the CCIE website, course syllabi, and the *Student Teaching Handbook*.
2. **Phase 1:** If any faculty or staff member has a concern with a candidate's professional dispositions and/or performance, that faculty or staff member shall meet and discuss concern with the candidate.

Phase 2: If the concern persists, the faculty or staff member will document the concern(s) and develop a plan for improvement using the ***Professional Dispositions and/or Performance Concern(s) Remediation Form***. Copies of the completed form with candidate and faculty/staff signatures will be provided to the candidate and the IEC

Phase 3: When a plan of action does not satisfactorily resolve the candidate's professional dispositions and/or performance concern(s), the SI Committee Chair and the IEC will be notified. At this phase, the concern will be redirected for further review by the SI Committee or other college units including: The School of Teacher Education, The Office of Immersive Experiences, and Academic Success Coach and support.

If, for any reason, a candidate is asked, by administration or the cooperating/supervising teacher, to leave/not return to an internship placement, no Remediation Form will be developed. OIE will reach out for the administrator's statement. The IEC will reach out for the student's statement. Both statements will be held on file and the Director notified of the student's dismissal. The candidate will be automatically referred to meet with the SI Committee to determine further steps. Depending upon the severity of the infraction, other entities may be notified such as UCF Title IX office.

3. Candidates who are denied further progression by the SI Committee will be issued a letter of dismissal by the chair of the SI committee, copied to the IEC and the OIE, and may pursue the appeal process at the following levels as defined in UCF-5.016 Student Academic Appeals:
 - a. Unit level – Director of School of Teacher Education
 - b. College level – CCIE Dean or designee
 - c. University level – Dean of the college of undergraduate studies or the dean of the graduate college

Note: If the student disagrees with the decision by the SI Committee they can begin the Appeal Process by directly emailing the STE Director and explaining the situation and their cause for appeal.



College of Community Innovation and Education

School of Teacher Education

Professional Dispositions and/or Performance Concern(s) Remediation Form

Based upon the College of Community Innovation and Education Code of Professional Conduct, I have concerns regarding the following candidate's professional dispositions and/or performance:

_____		_____	
Candidate's Last Name	First Name	M.I.	Candidate's UCF ID#
_____		_____	
Candidate's Major Program Area	School/Dept.	Fall Spring Summer Semester (Circle)	Year
_____		_____	
Candidate's Advisor/Faculty	Course Number and Name		

Professional Dispositions and/or Performance Concerns: (also provide related FEAP reference):

Plan for Improvement (Provide specific, measurable objectives to be satisfactorily completed):

Date of conference: _____

Candidate's Signature

Date

Faculty/Staff Member Signature

Date

Copies and Documentation:

The candidate will receive a copy of the completed/signed *Professional Dispositions and/or Performance Concern(s) Remediation Form* at the counseling meeting.

The **original copy** of the completed/signed copy *Professional Dispositions and/or Performance Concern(s) Remediation Form* will be maintained by the Academic Unit (i.e., Department or School).

cc: A copy of the signed *Professional Dispositions and/or Performance Concern(s) Remediation Form* will be provided to the following individuals:

Candidate's Instructor submitting Concern Form

Internship Experience Coordinator