

Special Education Academic and Dispositional Professional Behavior

Faculty and staff of the Department of Special Education and Education Leadership have the responsibility to ensure children, families, and the public that WWU graduates are fully competent teachers who have successfully completed a rigorous academic program of study. As such, WWU students must demonstrate academic competence in content, pedagogy, and professionalism throughout their program of study. The Washington Administrative Code, Professional Standards from Council for Exceptional Children, Woodring College of Education policies, InTASC standards, primary researchers in teacher preparation (e.g., Danielson, Marzano), and student teaching expectations were consulted in development of this document. While this document serves as a summary of the expected academic and dispositional professional behaviors, it does not provide an exhaustive list of the technical standards that must be met. This document is linked to the Educator Disposition Assessment.

1. Demonstrates effective oral communication skills (Danielson, 3a; Marzano, 30; InTASC, 3(r))

Behaviors that reflect these skills include, but are not limited to the following:

- Makes relevant comments and appropriately participates in class,
- Addresses concerns regarding classes, assignments, instructors, practica placements, etc. in a professional manner with the appropriate individual,
- Presents ideas and suggestions in a positive, non-confrontational manner,
- Displays communication skills necessary for establishing professional rapport in settings on campus and in the school setting (e.g. voice, tone, volume, language usage, etc.),
- Communicates in a context appropriate manner.

2. Demonstrates effective written Communication

Behaviors that reflect these skills include, but are not limited to the following:

- Demonstrates appropriate spelling and grammar,
- Demonstrates organization of written communication and clarity in writing,
- Communicates respectfully with all stakeholders,
- Focuses written communications positively.

3. Demonstrates professionalism (Danielson, 4f; InTASC, 9(o))

Behaviors that reflect these skills include, but are not limited to the following:

- Respects and adheres to the ethical standards of practice,
- Respects others' privacy and personal boundaries,

- Conveys professionalism by taking measures to be well-groomed, clean and neat. Dresses modestly and conservatively in practica settings so that dress or grooming does not distract from instruction. Some examples of inappropriate dress include but are not limited to:
 - Hats, athletic shoes, tight pants, jeans, low-cut (below clavicle) or tight fitting shirts, low-hanging pants, short skirts (more than 1-2” above knees), T-shirts, unkempt clothing, tank tops, shirts that expose midriff, excessive jewelry and make-up, or shorts.
- Contacts supervisor/cooperating teacher in the event of absence or tardiness and makes up any missed time according to practicum expectations,
- Complies with WWU Academic Honesty Policy & Code of Student Conduct,
- Gives credit to others when using their work,
- Keeps all student/family information confidential in all settings, including at the university and in the community,
- Uses appropriate procedures when working with student records and other privileged information,
- Responds promptly,
- Avoids inappropriate conversations inside and outside of the classroom.

4. Demonstrates a positive and enthusiastic attitude (Marzano, 29)

Behaviors that reflect these skills include, but are not limited to the following:

- Displays a positive attitude,
- Uses active and reflective listening to ensure effective collaboration, problem solving and decision making,
- Seeks solutions to problems instead of complaining,
- Demonstrates an appropriately positive affect with students,
- Encourages students.

5. Demonstrates preparedness in teaching and learning (Danielson, 1e, 3e 4a; InTASC, 3(p))

Behaviors that reflect these skills include, but are not limited to the following:

- Plans and prepares in advance for class and practica,
- Submits assignments on time and follows submissions guidelines,
- Attends class and is punctual in class and in the practicum setting.

6. Exhibits an appreciation of and value for cultural and academic diversity (Danielson, 1b, 2a, 2b; Marzano, 36, 39; InTASC 2(m), 2(n), 2(o), 3(o), 9(m), 10(q))

Behaviors that reflect these skills include, but are not limited to the following:

- Acknowledges differing perspectives of individuals including people from diverse cultures and experiential backgrounds with empathy and understanding of differences and opinions,
- Uses respectful language and manner regarding students and families,
- Respects all diversities/differences, including but not limited to racial, economic, and learning differences,
- Demonstrates awareness of various family contexts, including family status,
- Creates a safe classroom environment with zero tolerance of negativity towards others.

7. Collaborates effectively with stakeholders (Danielson 4c, 4d; Marzano 55, 56; InTASC 1(k), 3(n), 3(q), 7(o))

Behaviors that reflect these skills include, but are not limited to the following:

- Cooperates in group activities by contributing equitably to group effort,
- Seeks advice and information from appropriate resources,
- Engages parental and guardian involvement,
- Uses psychological flexibility,
- Maintains a respectful tone at all times.

8. Demonstrates self-regulated learner behaviors/takes initiative (Danielson 4e; Marzano 57; InTASC 9(l), 9(n), 10(r), 10(t))

Behaviors that reflect these skills include, but are not limited to the following:

- Follows-up with instructor, after feedback has been given, to check his/her progress or status,
- Makes an independent attempt to answer questions,
- Independently seeks and locates needed resources,
- Seeks opportunities to learn new skills,
- Demonstrates a variety of quality research skills,
- Recognizes own weaknesses and seeks adaptations and solutions,
- Asks questions proactively and is self-directed.

9. Exhibits the social and emotional maturity to promote personal and educational goals/stability (Marzano 37, 38)

Behaviors that reflect these skills include, but are not limited to the following:

- Conducts self in a calm and rational manner,
- Treats peers, instructors and community members with respect by refraining from derogatory comments, gestures, or actions,
- Assumes personal responsibility for actions and decisions,
- Behaves honestly in all interactions with peers and instructors,

- Takes appropriate initiative to solve problems in a timely manner, such as talking with instructor,
- Demonstrates self-control in all classes, meetings, and interactions with peers and instructors,
- Adjusts behavior(s) based on feedback given by instructor(s) or school personnel,
- Responds to feedback with a positive, open-minded attitude and without arguing, interrupting, or making excuses for performance or behavior,
- Returns borrowed materials in good condition in a timely manner,
- Keeps personal life at home.

Examples of Unprofessional Practice

Unprofessional behavior(s) that violate academic professional expectations will be addressed and may result in an immediate case conference. Examples of unprofessional practice include, but are not limited to the following:

- Behaves disrespectfully to faculty or peers (e.g. eye rolling, sarcastic comments, blaming others, pejorative jokes),
- Gossips, spreads rumors or speaks negatively with regard to peers, teachers, or WWU instructors,
- Exhibits excessive emotional behavior,
- Requires or makes requests for excessive assistance or support,
- Blames peers, faculty, or others for lack of progress or situation without taking responsibility for behaviors.

Upon identification of a concern, a possible course of progressive discipline may occur:

1. The student may be notified of the problem.
2. The instructor and the student may meet to determine a plan of action. A written summary of the meeting may be placed in the student's file.
3. If the behavior continues or is significant, a case conference may be held.
4. Serious or frequent infractions of the professional expectations on-campus or in the practicum may be grounds for failing the course/practicum or dismissal from the program.

WWU University Academic Policy on Insufficient Progress

Insufficient Progress toward Degree or Major:

The University reserves the right to deny access to classes by students who make insufficient progress toward their degree or major. A student who fails to make progress toward a degree is based on one or more of the following criteria (See WWU University Catalog section on *Insufficient Progress Toward Degree and Registration Holds* for more information.):

- 1) Students with repeated coursework in more than three courses or any single course more than once
- 2) Students who take more than two course withdrawals of any type (late course withdrawal, hardship withdrawal, school withdrawal) within a calendar year (September 1 – August 31)

The following policies from the Department of Special Education and Education Leadership are in place to help ensure student success as well as the success of P-12 students by ensuring they have highly qualified teachers.

- 1) Bellingham campus students must successfully complete SPED 420, SPED 440, and SPED 460 before being allowed to take subsequent teacher education courses.
- 2) Students repeating a course or practicum must wait until Phase III to register and will be allowed to register only if space and/or placement is available.
- 3) Students may not repeat any one course or practicum more than once.

Signature

I have read the above professional and technical standards and agree to adhere to them at all times. I acknowledge that I am responsible for my behavior, and understand that my academic performance and my professional behavior will be closely monitored for the duration of the Special Education program. I also understand that failure to comply with the professional and technical standards will result in disciplinary action, including possible dismissal from the program and the University. I have had the opportunity to ask questions regarding this document.

Student Signature:

Date: _____

Printed Name: _____

***References:**

Woodring College Education Teacher Education Performance Standards

Washington Administrative Code 181-86-013

Washington Administrative Code 181-78A-270(h)

<http://apps.leg.wa.gov/documents/laws/wsr/2007/20/07-20-104.htm>

Council Exceptional Children Code of Ethics Professional Standard 9 Professional and Ethical Practices and 10 Collaboration

Office of Field Experiences: Professional Communication Skills and Professional Practices

Danielson, C. *The framework for teaching: Evaluation instrument* (2013 ed.).

Marzano, R., & Toth, M. (2013). *Teacher evaluation that makes a difference a new model for teacher growth and student achievement*. Alexandria, VA: ASCD.