



## **SKC Education Department**

### **Department Expectations for Professional Dispositions**

*The Department has established a set of expectations and policies with regard to attendance, coursework, and professional dispositions that are outlined in this document. The guidelines that follow apply to all education majors, regardless of which teacher education program they are enrolled in. Please take the time necessary to read and thoroughly understand these policies, as they are an important facet of your growth as a successful student and teacher candidate.*



“Teaching children is a sacred trust. Students in education programs should demonstrate their awareness, understanding, and appreciation of that through their behavior and actions. This would include respectful communication with peers, instructors and other professionals; professional communication both verbally in class and in all assignments; submitting the standard of coursework that honors their own intelligence and capabilities as well as that which the sacred trust of teaching requires and deserves.”

*~ Julie Cajune, Salish educator and author*

#### **1. Attendance**

**1a.** All students are expected to arrive on time for class, attend for the duration of class, and leave only when dismissed at the end of scheduled class time or as allowed by the instructor. Instructors may provide students occasional breaks during longer class sessions as a courtesy, however students need to remain in attendance during each class period. Students consistently arriving late or leaving class at inappropriate times will be referred for remediation (see below). Students should be advised that problems related to attendance issues may affect course grades. It is fully the responsibility of the student to acquire materials and information missed during unavoidable absences. These can be acquired from other students, or from the instructor when appropriate.

**1b.** Students experiencing problems with attendance are responsible for communicating with their instructor(s) prior to a late or missed class, or immediately following if prior notification is not possible. This notification does not excuse the absence, but is a professional courtesy to the instructor.

#### **2. Coursework**

**2a.** Course assignments need to be turned in to the instructor on the day they are due, without exception. Besides being a professional expectation, this is also important in terms of fairness to other students who do complete assignments on time. If a late submission of an assignment is necessary (and acceptable to the instructor), students will likely receive a reduction in points at the discretion of the instructor. Once again, it is the student’s responsibility to acquire course materials and assignments in the event of missed classes. Absence is NOT an excuse for late coursework.

**2b.** All submitted work must be representative of college-level ability, particularly given the fact that candidates are preparing for careers in professional teaching. Written assignments should be edited for appropriate grammar, spelling, and usage. SKC provides several resources- including a writing lab- that can offer assistance to students in improving their writing. Professional educators stand as role models for the correct use of language, and teacher candidates must make this a priority in their overall development as teaching professionals.

### 3. Courtesy and Respect with Peers, Instructors and Presenters

**3a.** As in all educational settings public and private, it is expected that students behave in a respectful and courteous manner when attending class and when interacting with peers, instructors, and guest presenters. This can be demonstrated by attentiveness during presentations, by keeping cell phones and other devices turned off, and by refraining from engaging in “side conversations” with others during presentations, activities, and lectures. Instructors in the Education Department often include ample opportunities for class discussion and group interaction, but students should remain focused and respectful at all other times; this is a matter of professional courtesy and is part of one’s evolution as a teacher.

**3b.** During interactions where students have concerns regarding course policies, procedures, grades, or other issues, they must request an appropriate time outside of class (preferably during office hours) to discuss the issue with the instructor as a first step. Both instructor and student are expected to interact in a professional and courteous manner at all times. If a problem is still unresolved, the matter may then be brought to the attention of the Department Chair for discussion. Further details regarding conflict resolutions between instructors and students are outlined in the SKC Student Handbook.

**3c.** The relationships developed between peers within learning cohorts in Teacher Education Programs are an integral part of professional development in teaching. The manner in which candidates interact with each other as classmates will provide important insights and practice for the professional relationships new teachers will have to manage once employed in schools. With this in mind, it is imperative that peer candidates show respect and tolerance for each other’s differences in perspectives. Substantial difficulties or conflicts that may arise between students must always be dealt with outside of class time, so as not to disrupt the learning process for other students. Individuals need to agree upon a time and space for a mutually respectful discussion to address the issue(s) in a way that does not interfere with the class. This should involve the students themselves, but at times it may be appropriate to invite the instructor’s participation, depending on the circumstances.

### 4. Remediation

In the event that a student/candidate has experienced a problem complying with the above guidelines and policies, she / he may be referred for remediation. The student would then be put on a **Professional Disposition Remediation Plan (PDRP)**. The PDRP is an intervention / action plan designed to assist the student in growing professionally and acquiring the skills necessary to be a successful teaching candidate.

The process for addressing student disposition issues will work as follows:

1. If there is an infraction according to the expectations outlined above, the student will be given an initial **verbal warning**. Students in online courses will receive a written “first warning” that will not be formally filed.
2. Following the verbal warning, if the problem has not been addressed to the satisfaction of the instructor, the student will receive a formal **written warning**, a copy of which will be retained in the student’s department file.
3. In the event that the issue is still unresolved following the written notification, the student will then be referred for a **PDRP**. This action plan will specifically identify the problematic issue(s) and outline the steps needed for the issue(s) to be resolved. The development and implementation of the PDRP will involve the student and appropriate faculty and administrative personnel. Copies will be provided to the student and retained in their department file. As mentioned above, the purpose of this process is to ensure that candidates meet their challenges and grow professionally. If a candidate does not take the steps outlined in the PDRP to remediate the issue(s) identified, they may be removed from the Teacher Education Program.

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