Professional Standards of the Teacher Education Program in the College of Education

Professional standards outline expectations and provide a foundation to develop and support MU students as they become new teachers and effective citizens. The University of Missouri, College of Education Professional Standards serve as a guide for characteristics that candidates and graduates should emulate. The corresponding processes and procedures facilitate communication and coordination, as well as mediation and remediation in cases where they are warranted. The processes and procedures related to the Professional Standards employ a multi-tiered support system to promote professional development and retention of all qualified candidates.

The Professional Standards are intentionally academic, rather than disciplinary in nature. Disciplinary actions are determined by University policy, and authority for those decisions is given to the primary administrative officers and student conduct committees on each campus (Section 200.020B.14; E.2, 3.c.(1), 4,5).

The primary functions of the Professional Standards are to:

- Outline expectations as well as characteristics that all students within the MU Teacher Education Program should display
- Educate all stakeholders (e.g., students, faculty, administrators and public school personnel) about these expectations

Professional Standards

The Professional Standards are organized into categories that are aligned with the College of Education mission, vision, and values as well as the Teacher Education conceptual framework. The standards are written in the form of behaviors that are expected of all stakeholders.

1. **Diversity and Cultural Competence:**
   1.1 Demonstrates willingness to learn and work with multiple aspects of diversity and respect for points of view that differ from their own.
   1.2 Demonstrates knowledge and competencies related to working with children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, learning abilities, and political beliefs.

2. **Respect and Community:**
   2.1 Is able to establish and maintain effective relationships with university peers, faculty, administrators and professional staff.
   2.2 Is able to establish and maintain effective relationships with PreK-12 students, faculty, administrators, staff and parents.
   2.3 Values the teaching profession
   2.4 Meets attendance requirements in all settings
   2.5 Demonstrates respect for others’ time by arriving on time to MU and school-based classes, meetings and appointments
   2.6 Arrives to classes and schools prepared to participate and/or teach.
   2.7 Dresses professionally and appropriately for the setting and situation.
   2.8 Exhibits academic integrity based on the MU definitions and policies. (http://osrr.missouri.edu/academicintegrity/)
   2.9 Adheres to district and university policies and procedures

3. **Self-expression:**
   3.1 Expresses him/herself in a clear and professional manner in writing and speaking including electronic communications
3.2 Uses Social Media appropriately, for example, follows school/teacher/professor regulations with respect to cell phone use in the classroom; refrains from posting pictures, videos or comments about students, peers, teachers or administrators on social media and so forth.

4. **Self-reflection:**
   - 4.1 Reflects on and evaluates one’s own experience and work;
   - 4.2 Demonstrates an understanding of his/her own strengths and weaknesses
   - 4.3 Seeks out professional feedback
   - 4.4 Makes appropriate changes based on self-evaluation and professional feedback and reflection

5. **Life-long learning:**
   - 5.1 Demonstrates a commitment to life-long learning
   - 5.2 Seeks information to inform academic and instructional decision making
   - 5.3 Uses professional judgment in identifying evidence-based practices and theory to guide practice
   - 5.4 Participates as a member of a professional educational organization

6. **Social Competence and Adaptability:**
   - 6.1 Reacts to conflicts appropriately when they arise in the university or PreK-12 setting.
   - 6.2 Responds appropriately to constructive criticism provided by others.
   - 6.3 Adapts behavior to established university, school and classroom procedures and policies
   - 6.4 Interacts effectively with all members of the educational community

**Processes and Procedures**

In situations when a student does not display professional behavior in compliance with the Professional Standards, remediation or mediation efforts may be necessary. The primary functions of the Processes and Procedures are to:

- Outline opportunities for student understanding, learning and growth
- Communicate the process of remediation and mediation
- Explain the potential consequences of a lack of adherence to the standards including suspension or dismissal from the College of Education.

If the student displays any behavior that is not aligned with the Professional Standards, then College of Education personnel will complete the Professional Standards Notification Form (PSNF) and submit it to the Office of Teacher Education within 5 working days to initiate the following three-tier process.

**Tier 1**

- Remediation will take place at the time of the event with the College of Education representative and/or school partner witnessing or affected by the event. Redirection will take place immediately at the time of the noncompliance with the Professional Standards.
- If the concern is resolved, then this will be indicated on the PSNF and no further action will be required.

**Tier 2**

If Tier 1 remediation is unsuccessful and noncompliance continues, then:

- The student will receive notification via e-mail (see Tier 2 Letter template).
- The student will be required to attend a formal meeting with three or four College of Education representatives for discussion and development of a remediation/mediation plan. Attendees may include: the Director of Teacher Education, Associate Dean for Academic Affairs, faculty associated with the student’s program of study, Director of Field Placement, Director of Advising, a school partner, and/or an
MU student representative (e.g., member of student council, student honor society, or student ambassadors).

- The individual submitting the referral will not be in attendance at this time, but may be consulted following the meeting.
- The result of the meeting will be a written remediation plan signed by a representative of the committee and the student.
- Based on the contents of the remediation plan, the office of Teacher Education will follow-up with the originator of the concern and the student to monitor progress toward meeting the plan.

**Tier 3**

If Tier 2 remediation continues to be unsuccessful and non-compliance continues, then:

- The student will receive notification via e-mail (see Tier 3 Letter template).
- The student will be required to attend a formal meeting with three or four College of Education representatives. Attendees may include the Associate Dean for Academic Affairs, Director of Teacher Education, Division Executive Director, Associate Division Director, and a school partner (when appropriate).
- The representatives at this meeting will determine whether suspension or dismissal from the College of Education is warranted.
- Results of the meeting will be documented and forwarded to the student by the office of Teacher Education. When appropriate others (e.g., Associate Dean for Academic Affairs, professional and faculty advisors, Director of Field Placement, field supervisors, and public school personnel) will be informed of the decision.

In cases in which multiple Tier 1 or Tier 2 PSNF’s are submitted for any one student, remediation of a more overarching nature may be required. Therefore, the Associate Dean will review all PSNF’s on a semester basis to determine whether additional remediation is needed. In those cases, the Associate Dean will call a formal meeting with three or four College of Education representatives to discuss the case and determine an appropriate remediation plan.