

## PROFESSIONAL BEHAVIORS

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The behavior of professional educators impacts students, families, colleagues, and communities. Whether preparing to become a teacher or advancing in the profession, it is important to realize that our own actions and attitudes can greatly affect those whom we serve.

Teacher education candidates and advanced students at the University of Montana will exemplify the following professional behaviors, both in classes and during field work:

### A. VALUES LEARNING

1. Attendance
  - Meets all attendance requirements and is on time.
2. Class participation
  - Demonstrates active engagement; participates in and facilitates discussions and activities.
  - Responds voluntarily to questions and uses higher level questioning.
3. Class preparation and performance
  - Meets assigned expectations consistently and demonstrates a solid work ethic.
  - Holds high expectations for self and others.
  - Incorporates feedback.
4. 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.

### B. VALUES PERSONAL INTEGRITY

1. Emotional stability
  - Displays emotional maturity, compassion, and empathy.
2. Ethical behavior
  - Is honest and trustworthy and respects confidentiality.
  - Is dedicated to the welfare of others.
  - Accepts responsibility for personal behaviors and actions.

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### C. VALUES DIVERSITY

1. Respect for others
  - Works willingly within a diverse learning community.
  - Demonstrates fairness and the belief that all students can learn.

### D. VALUES COLLABORATION

1. Reciprocity
  - Is receptive to the ideas of others.
  - Works with others to improve the educational experience.

### E. VALUES PROFESSIONALISM

1. 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 activities.
  - Adheres to the *Professional Educators of Montana Code of Ethics*.
2. 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 PROTOCOL**

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If a professional education unit faculty member is concerned regarding the behavior of a student in the field or in classes, the following procedures will be followed:

- 1) The candidate will be notified regarding the behavioral concern in a verifiable manner.
- 2) If the professional education unit faculty member, in consultation with the candidate's advisor and/or department chair of Curriculum and Instruction, considers the issue to be serious, a professional behavior form may be generated. The professional education unit faculty member will sign the form. The student has a right to respond to the form.
- 3) If the chair of Curriculum and Instruction thinks the infraction is serious enough to merit consideration of general misconduct, the associate dean will be notified.

## **PROCEDURE FOR ADDRESSING PROFESSIONAL BEHAVIOR FORM**

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Professional education unit faculty 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) A professional behavior form 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 rectify attitudes and behaviors. Appropriate support might include coaching and/or professional counseling.
- 3) If professional education unit faculty does not see improvement in the student's behavior, if the student has accrued multiple behavioral alert forms 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 BEHAVIORIAL FORM

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This form acknowledges that professional education unit faculty has concerns regarding the behavior of \_\_\_\_\_, a student who is in the teacher education program or identified as a pre-education major.

1. Describe the specific behavior exhibited by the student:

2. Identify the expectations(s) that have not been met:

3. Specify strategies for rectifying attitudes/behaviors:

4. Further comments and/or concerns:

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.

Teacher Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Professional Education Unit Faculty Signature(s): \_\_\_\_\_ Date: \_\_\_\_\_

Chair of Department of Curriculum and Instruction: \_\_\_\_\_ Date: \_\_\_\_\_

\*If the candidate desires, s/he may attach a written response to this alert.