

**DEPARTMENT OF TEACHER EDUCATION**  
**Professional Behavior Plan**



The College of Education Teacher Education Handbook outlines the knowledge, skills, and dispositions important to becoming a teacher. One of the purposes of the Professional Behavior Plan is to promote desirable dispositions expected for professional demeanor of teachers. The Department of Teacher Education Professional Behavior Plan seeks to monitor those dispositions which are desirable. This is done by formally assessing students' dispositions in classes that are offered by the Department of Teacher Education.

When there are strong concerns about a student's professional behavior, remediation will be enacted. Continued failure to adhere to the Professional Behavior Plan may result in removal from the Teacher Education Program.

**DEPARTMENT OF TEACHER EDUCATION**  
**Professional Behavior Plan**



These are the professional behaviors expected of all teacher education majors as approved by the Department of Teacher Education.

Category	Expected Behavior	Inappropriate Behavior	Evidence for documentation of behavior
<b>Ethics</b>	student does his/her own work with appropriate documentation and references	plagiarism (see current <i>ASU Student Handbook</i> )	assignments, web or internet
<b>Ethics</b>	student does his/her own work with appropriate documentation and references	cheating	assignments, web or internet, work turned in from other classes or other students, tests, any documentation of dishonesty, observation
<b>Professionalism</b>	assumes responsibility for one's actions	blaming others, lack of follow-through, not adhering to program guidelines	observations, interactions, communication, email with instructor or advisor
<b><u>Professionalism</u></b>	respectful, appropriate interactions with fellow class members, instructor, supervisors and staff	lack of emotional control, demeaning or degrading instructors, supervisors, or students, inappropriate language, use of profanity, unethical behavior	observation, documentation, peer observation
<b><u>Professionalism</u></b>	discrete and confidential regarding grades and personal student information in field/internship placements	lack of discretion and/or confidentiality	observation, discussion
<b>Attendance*</b>	regularly and consistently on time for class or field placements	tardiness	instructor or supervisor records of arrival times and dates.
<b>Attendance*</b>	regularly and consistently present for class and field placements	absenteeism	instructor or supervisor records of attendance dates and absence dates
<b>Class Work</b>	assignments are turned in to instructor at specified time, place, and on date assigned	records of incomplete assignments	instructor or supervisor records
<b>Class Work</b>	assignments completed, and turned in on time	assignments not turned in	instructor or supervisor records
<b>Class Work</b>	participation in class discussions, group activities, and projects	lack of class participation	observation and documentation of dates, classes, and assignments in which the student did not participate. Instructor or supervisor records
<b>Language</b>	all spoken and written work adheres to standard English and is generally error free	poor use of the English language in written work or in speaking	observations and/or recordings

\* Instructor tardiness/attendance guidelines may vary from course to course as indicated on the course syllabi and/or calendar.

### **Procedures to Monitor Candidates' Professional Behavior**

Instructors will formally assess candidates' dispositions using the *Professional Behavior Plan Class Assessment* form.

When the instructor, university supervisor or administrator has a strong concern about a candidate's (student's) professional behavior he/she may choose to document the deficiency by filing a *Concern Flag*. A copy of the *Concern Flag* is given to the Admission Retention Screening (ARS) Committee Chair. If the Chair concurs with the instructor that a flag is warranted, an additional copy is provided to the candidate. The ARS Committee Chair creates a file on the candidate and files the *Concern Flag*. Additional copies are made and provided for the Department of Teacher Education Chair and the candidate's advisor. The ARS Committee Chair will be responsible for filing all Concern Flags and all documentation regarding meetings with the student in the student's file.

#### **First Concern Flag**

When a candidate receives his/her first *Concern Flag*, a meeting will be scheduled between the candidate and his/her advisor. The behavior will be discussed and a remediation plan will be developed. A copy of the plan will be submitted to ARS Committee Chair to be filed along with the *Concern Flag*. The remediation plan will be then monitored by the candidate's advisor by periodically checking with the instructor. If the candidate's behavior is corrected, no further action will be necessary.

#### **Second Concern Flag**

When a candidate receives his/her second *Concern Flag*, a meeting will be scheduled between the candidate, his/her advisor, ARS Committee Chair and Department of Teacher Education Chair. The behavior will be thoroughly discussed. A second remediation plan will be developed or the first plan will be modified. A copy of the plan will be submitted to ARS Committee Chair and will be filed in the candidate's file. The remediation plan will be then monitored by the candidate's advisor by periodically checking with the instructor. If the candidate's disposition is corrected, no further action will be necessary.

#### **Third Concern Flag**

When a candidate receives his/her third *Concern Flag*, a meeting will be scheduled between the candidate, his/her advisor, ARS Committee Chair and Department of Teacher Education Chair. During this meeting, all *Concern Flags* are reviewed and the candidate will be notified that he/she will be removed from the Teacher Education Program.

### **Readmission Procedures Following Removal from the Program**

After being removed from the Teacher Education Program, the candidate will be ineligible from re-entering the program for one semester (Summer I and Summer II is the equivalent of one semester). In order to be readmitted into the Teacher Education Program, the candidate will be required to offer documented evidence that the identified behaviors have been satisfactorily remediated.

Readmission Process:

- 1) The candidate working with his/her advisor will develop a remediation plan.
- 2) The candidate will work on satisfactorily remediating identified behaviors.
- 3) The candidate will document those evidences that attest to remediation of identified behaviors.
- 4) The candidate will submit a typed letter to the ARS Committee Chair requesting a readmission hearing.
- 5) The ARS Committee Chair will schedule a readmission hearing. The Chair will notify the candidate the time and place of the meeting.
- 6) The hearing will be conducted by the ARS Committee Chair. The hearing requires a majority of ARS Committee members to be present physically or by video or telephone conference to have a quorum. Simple majority of the quorum is required for any action. The ARS Committee Chair will notify the Department of Teacher Education Chair and invite him/her to the hearing. The hearing should include the following agenda items:
  - a) Review by the ARS Committee of previous documentation resulting in dismissal. (candidate not present)
  - b) The candidate will present the documentation giving evidence that the identified behaviors have been satisfactorily remediated.
  - c) The ARS Committee may question the candidate for clarification and/or to gather further information that may help them in their decision-making of whether the candidate should be readmitted.
  - d) The ARS Committee will deliberate and make a decision as to whether the candidate should be readmitted based on the evidence presented. (candidate not present)
- 7) The candidate will be notified within five business days in writing either by email or post of the ARS Committee's decision.

**Professional Behavior Plan Agreement**

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Candidate's Name

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ASU ID Number

I have read, and hereby understand and agree to follow the guidelines outlined in the Department of Teacher Education *Professional Behavior Plan*. I understand that failure to abide by these guidelines may result in removal from the Teacher Education Program.

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Candidate's Signature

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Date

**DEPARTMENT OF TEACHER EDUCATION  
Professional Behavior Feedback**



\_\_\_\_\_  
**Student**

\_\_\_\_\_  
**Class**

This form is designed to be used in courses offered through the Department of Teacher Education.

**Scoring Key:**

4 – Strongly Agree, 3 – Agree, 2 – Disagree, 1 – Strongly Disagree, NA – not applicable

<b>Expected Professional Behaviors</b>	
4 3 2 1 NA	Student does his/her own work with appropriate documentation and references as needed.
4 3 2 1 NA	Student assumes responsibility for his/her actions.
4 3 2 1 NA	Student is respectful, displays appropriate interactions with fellow students, faculty, supervisors and staff.
4 3 2 1 NA	Student is discrete and confidential regarding grades and personal information in field placements
4 3 2 1 NA	Student is regularly and consistently on time for class or field placements.
4 3 2 1 NA	Student is regularly and consistently present for class or field placements.
4 3 2 1 NA	Student participates in class discussions, group activities, and projects.
4 3 2 1 NA	All spoken and written work adheres to standard English and is generally error free.

\_\_\_\_\_  
**Instructor Signature**

\_\_\_\_\_  
**Date**

Students receiving a “strongly disagree” may also receive a *Concern Flag*. Early childhood and middle level majors who receive 3 Concern Flags may be removed from the Teacher Education Program. For further information see the Department of Teacher Education *Professional Behavior Plan*.