
Foundational Competencies / Model Code Ethics For Educators (FC/MCEE) Assessment and Policy

College of Education

Spring 2020

Foundational Competencies/UMD Model Code of Ethics for Educators (Spring 2020)

COLLEGE OF EDUCATION FOUNDATIONAL COMPETENCIES POLICY¹ April 2020

Introduction and Rationale

The College of Education has a responsibility to the educational community to ensure that individuals whom the University of Maryland recommends to the State of Maryland for certification are qualified to join the education profession. Teaching and other preK-16 and community education-related professions require strong academic preparation and mastery of pedagogy or other professional competencies. These professions also require non-academic competencies, such as communication or interpersonal skills, which are as critical to success as those in the academic domain. This document sets forth the professional disposition requirements or *Foundational Competencies* that are common to all preK-16 and community professional preparation programs at the University and within the teaching profession.

The *Foundational Competencies* serve several important functions, including, but not limited to:

- a. providing information to those considering preK-16 and community professional careers that will help such individuals in their career decision-making;
- b. advising applicants of criteria that will be considered in admissions decisions made by the University's preK-16 and community professional preparation programs;
- c. serving as the basis for feedback provided to candidates in these programs regarding their progress toward mastery of all program objectives; and
- d. serving as the basis for the final assessment of attainment of graduation requirements and, where appropriate, recommendation for certification.

All candidates in the UMD professional preparation programs are expected to demonstrate that they are prepared to work with children, youth, and/or adults in educational and/or professional settings. This preparation results from the combination of successful completion of University coursework and field/internship experiences and the demonstration of important human characteristics and dispositions, *Foundational Competencies*, which all educators and professionals should possess.

In 2015, the National Association of State Directors of Teacher Education and Certification (NASDTEC) established the Model Code of Ethics for Educators (MCEE). The MCEE defines the critical dimensions of ethical practice expected of professional educators and serves as an ethical guide for future and current educators faced with the complexities of P-12 education (NASDTEC, 2015). When NASDTEC announced the MCEE, UMD changed its Foundational Competencies policy to align with these principles. The revised policy, the *College of Education Foundational Competencies/UMD Model Code of Ethics for Educators (FC/MCEE)*, is outlined in the following pages.

¹ The primary source used in the preparation of this document is the Model Code of Ethics for Educators (MCEE) developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC, 2015). Many of the items are adapted from the MCEE.

The term, *candidates/interns*, refers to individuals (pre-service and professional) who are enrolled in the teacher preparation program at UMD. The term, *students*, refers to students in the P-12 environment.

Foundational Competencies/UMD Model Code of Ethics for Educators (Spring 2020)

Document Structure: The College of Education Foundational Competencies/UMD Model Code of Ethics for Educators (FC/MCEE)

The College of Education FC/MCEE, which are aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards² and based upon NASDTEC's Model Code of Ethics for Educators (MCEE), are grouped into five principles, which broadly define critical dimensions of ethical practice expected of the candidate:

- Principle I: Responsibility to the Profession (*Section A*)
- Principle II: Responsibility for Professional Competence (*Section B*)
- Principle III: Responsibility to Students (*Section C*)
- Principle IV: Responsibility to the School Community (*Section D*)
- Principle V: Responsible and Ethical Use of Technology and Social Media (*Section E*)

Each principle is presented with 1) an introduction that provides the context for that particular principle, and 2) performance indicators that specifically define aspects within each principle. In addition, a glossary is provided at the end of this document to define terminology included in each of the five principles.

The Rating Scale

Each performance indicator will be rated. Below is the rating key for each type of statement.

Response Key for Yes/No Statements:

<i>Response</i>	<i>Meaning</i>
Yes	The candidate demonstrates the behavior.
No	The candidate does not demonstrate the behavior.
N/A (<i>Inadequate opportunity to observe/demonstrate</i>)	The candidate has not had the opportunity to demonstrate the behavior <i>and/or</i> the rater has not had the opportunity to observe/review the behavior by the intern.

Response Key for Scale/Rating Statements:

<i>Response</i>	<i>Meaning</i>
Always	The candidate consistently demonstrates the behavior.
Almost Always	The candidate demonstrates the behavior for the preponderance of the time.
Seldom	The candidate rarely demonstrates the behavior.
Never	The candidate does not demonstrate the behavior.
N/A (<i>Inadequate opportunity to observe/demonstrate</i>)	The candidate has not had the opportunity to demonstrate the behavior <i>and/or</i> the rater has not had the opportunity to observe/review the behavior by the intern.

Acknowledgement Statement

(This statement will be acknowledged electronically unless otherwise indicated.)

I have read and acknowledge receipt of the **Introduction and Rationale, Document Structure, and The Rating Scale sections** of the College of Education FC/MCEE Policy.

² This document is aligned with the 2011 InTASC standards and the 2017 InTASC Learning Progressions for Teachers (<https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>)

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Foundational Competencies/UMD Model Code of Ethics for Educators (Spring 2020)

A. Responsibility to the Profession: Adhering to Standards of Professional Practice

The candidate exhibits personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession. The candidate demonstrates responsibility to oneself as an ethical professional by adhering to relevant conduct codes.

	Yes	No	N/A
A1. Know and uphold the procedures, policies, laws and regulations relevant to professional practice. [MCEE – P1,A2; InTASC – 9(o)]			
a. Adhere to the UMD Student Code of Conduct and UMD Code of Academic Integrity (including, but not limited to, abstaining from the influence of illegal drugs and alcoholic beverages in classes and field placements). [MCEE– P2,A2; InTASC – 9(o)]			
b. Adhere to the Freedom of Information Act/Family Educational Rights and Privacy Act. [MCEE – P5,C2; InTASC – 9(o)]			
c. Adhere to school district codes of conduct/ethics. [MCEE – P1,A2; InTASC – 9(o)]			
A2. Maintain confidentiality of mentor/candidate communication and student education records in accordance with school district policy, state and federal laws. [MCEE – P3,C3; InTASC – 9(o)]			
a. Hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice. [MCEE – P3,C1]			
b. Maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology (including video and audio recordings of intern’s teaching). [MCEE – P5,C1]			
A3. Collect, maintain, disseminate, store, retain and dispose of records and data related to program requirements in accordance with school district policy, state and federal laws. [MCEE – P2,B5; InTASC – 9(o)]			

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**Foundational Competencies/UMD Model Code of Ethics for Educators
(Spring 2020)**

	Yes	No	N/A
A4. Take responsibility and credit only for work actually performed or produced by yourself. Acknowledge the work and contributions made by others (supervisors, P-12 and higher education faculty, mentors, and peers). [MCEE – P1,A7]			
a. Be truthful about personal background, experiences, and qualifications. [MCEE – P4,C3]			
b. Do one’s own work. [MCEE – P1,A7]			
c. Give credit for the ideas of others (supervisors, P-12 and higher education faculty, mentors, and peers) and respect intellectual property ownership rights (e.g., original lesson plans, school district level curricula, syllabi, gradebooks, etc.) when sharing materials. [MCEE – P4,D2]			
d. Provide proper citation of source materials, including published, unpublished, or electronic materials. [MCEE – P2,B1]			
A5. Complete program requirements in an ethical and responsible manner, in accordance with school district and campus policies, and with appropriate school system and university permission and supervision. [MCEE – P2,B3; InTASC – 9(o)]			
A6. Complete and adhere to the guidelines included in the Collaborative Institutional Training Initiative (CITI) training. [MCEE – P2,B3; InTASC – 9(o)]			

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**Foundational Competencies/UMD Model Code of Ethics for Educators
(Spring 2020)**

B. Responsibility for Professional Competence: Exhibiting Professional Dispositions/Behaviors

The candidate is committed to the highest levels of professional and ethical practice, including demonstration of the skills and dispositions required for professional competence.

	Yes	No	N/A
B1. Arrive on time for professional commitments, including classes, field, and internship experiences. [MCEE – P4,D3; InTASC – 9(o)]			
B2. Demonstrate professional dress habits and personal hygiene appropriate to the workplace. [MCEE—P3, A4; InTASC – 9(o)]			
B3. Meet deadlines for program requirements including classes, field, and internship experiences that are presented in face-to-face, hybrid, and/or online environments. (<i>A pattern of repeated absences, lateness, and failure to meet deadlines in courses or fieldwork is not acceptable.</i>) [MCEE – P2,A4; InTASC – 9(o)]			
B4. Demonstrate a level of oral and written proficiency required to be successful in a teacher preparation program. [MCEE – P3,A3; InTASC – 3(f)]			
B5. Possess sufficient cognitive (mental) capacities to understand and assimilate information shared and presented in a variety of settings. Settings may include, but are not limited to, formal lecture, small group discussions, and individual teaching, counseling, or administrative settings; and in classroom and school settings. [MCEE – P2; InTASC – 9]			

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**Foundational Competencies/UMD Model Code of Ethics for Educators
(Spring 2020)**

	Always	Almost Always	Seldom	Never	N/A
B6. Monitor and maintain sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and, take appropriate measures when personal or health-related issues may interfere with professional responsibilities. [MCEE – P1,A4; InTASC – 9(o)]					
a. Deal with current life stressors through the use of appropriate coping mechanisms (e.g., using appropriate self-care and developing supportive relationships with colleagues, peers, and others). [MCEE – P1,A4; InTASC – 9(o)]					
b. Seeks and effectively use help for medical and emotional problems that interfere with scholastic and/or professional performance. [MCEE – P1,A4; InTASC – 9(o)]					
c. Demonstrate the abilities required to attend and participate in face-to-face, hybrid, and/or online class and practicum/internship placements, as well as perform extended and additional duties of a school professional. [MCEE – P1, A4; P2,A4; InTASC – 9(o)]					
d. Tolerate demanding workloads and function effectively under stress in the work environment. [MCEE – P1,A4; InTASC – 9(o)]					
B7. Commit to a high standard of practice, which involves organizing time and materials, prioritizing responsibilities, performing several tasks at once, and adapting to and displaying flexibility in changing situations. [MCEE – P2; InTASC – 9(o)]					
a. Maintain composure and function appropriately in a variety of situations. [MCEE – P1,A4; InTASC – 9(o)]					
b. Demonstrate the ability to make and execute quick, appropriate decisions in a stressful environment (such as working with frequent interruptions, responding appropriately to unexpected situations; and coping with variations in workload and stress levels). [MCEE – P1,A4; InTASC – 9(o)]					
c. Demonstrate self-discipline and good judgment. [MCEE – P1; InTASC – 9(o)]					

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**Foundational Competencies/UMD Model Code of Ethics for Educators
(Spring 2020)**

	Always	Almost Always	Seldom	Never	N/A
B8. Demonstrate the characteristics of a learner by displaying flexibility, resourcefulness and initiative. [MCEE – P2; InTASC – 9]					
B9. Reflect and act on one's own performance, adjust performance based on feedback, and set reasonable appropriate goals for professional growth. [MCEE – P2,A5; InTASC – 9(g)]					
B10. Seek and effectively collaborate with others (supervisors, P-12 and higher education faculty, mentors, and peers) to make student-centered decisions that support student growth. [MCEE – P4,B4; InTASC – 10(a)]					
B11. Perform the expectations for the internship independently without the use of an intermediary. Candidate must be able to exercise independent judgment without relying on or having the filter of someone else's power of observation and selection. [MCEE – P2; InTASC – 9]					

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Foundational Competencies/UMD Model Code of Ethics for Educators (Spring 2020)

C. Responsibility to Students: Engaging in Appropriate, Respectful Interactions with Students

The candidate has an obligation to treat students with dignity and respect. The candidate promotes the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

	Yes	No	N/A
C1. Maintain an environment that promotes safety of all students: Refrain from making verbal or physical threats; engaging in sexual harassment; becoming involved in sexual relationships with one's students; or abusing students in physical, emotional, intellectual, verbal, or sexual ways. [MCEE – P3,B3; InTASC – 3(a)]			
C2. Engage students in activities that promote a growth mindset ³ , a belief that one's most basic abilities can be developed through dedication and hard work. [MCEE – P2,C1; InTASC – 2(l)]			

	Always	Almost Always	Seldom	Never	N/A
C3. Respect the dignity, worth, and uniqueness of each individual student including, but not limited to, age, disability, race, ethnicity, exceptional learners and English Learners, socio-economic status, values, beliefs, culture, religion, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, etc. Teacher candidates acknowledge their individual privileges and bias that may cause them to unintentionally marginalize students. [MCEE – P3,B2; InTASC – 2]					
C4. Maintain an environment in which all students can learn, respecting the racial, social, cultural, intellectual, emotional, linguistic, physical ability, economic, gender identification and social orientation diversity in today's schools. Make appropriate adjustments for all learners as needed. [MCEE – P2, C1; P3,B3; InTASC – 2]					
C5. Make an effort to know students' everyday experiences and interests and use this information to inform instruction. [MCEE – P3,B1; InTASC – 2(c)]					
C6. Maintain high, developmentally appropriate expectations for all students. [MCEE – P2,A3; InTASC – 2(l)]					
C7. Communicate with students in a clear, professional, respectful, and culturally sensitive manner. [MCEE – P3,A3; InTASC – 3(f)]					
C8. Limit physical contact with students in accordance with school district and College of Education program-specific policies. [MCEE – P3,A6; InTASC – 9(o)]					

³ Hidden curriculum (2014, August 26). In S. Abbott (Ed.), The glossary of education reform. Retrieved from <http://edglossary.org/hidden-curriculum>

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**Foundational Competencies/UMD Model Code of Ethics for Educators
(Spring 2020)**

D. Responsibility to the School Community: Engaging in Positive Relationships and Effective Interactions with Members of the School and Higher Education Communities

The candidate promotes positive relationships and effective interactions with members of the school and higher education communities while maintaining professional boundaries. The candidate demonstrates a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community.

	Yes	No	N/A
D1. Demonstrate a level of oral and written proficiency required to communicate independently, effectively, and professionally with colleagues and parents/guardians within a school setting. [MCEE – P4; InTASC – 10(n)]			
D2. Engage in respectful discourse and resolve conflict while maintaining civility and professionalism. [MCEE – P4,B1; InTASC – 10(n)]			
D3. Communicate with parents/guardians in a clear, professional, respectful, and culturally sensitive manner. [MCEE – P4,A1; InTASC – 10(q)]			
D4. Refrain from making verbal or physical threats; engaging in sexual harassment; becoming involved in sexual relationships with members of the school community and/or University faculty or supervisors; or abusing others (supervisors, P12 and higher education faculty, mentors, and peers) in physical, emotional, intellectual, verbal, or sexual ways. [MCEE – P4; InTASC – 9(o)]			

	Always	Almost Always	Seldom	Never	N/A
D5. Demonstrate positive social and professional interactions. [MCEE – P4,D3; InTASC – 10(n)]					
a. Demonstrate the ability to understand the perspective of others (supervisors, P-12 and higher education faculty, mentors, parents/guardians and peers). [MCEE – P4; InTASC – 10(n)]					
b. Respect boundaries between one’s personal and professional lives. [MCEE – P4; InTASC – 9(o)]					

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Foundational Competencies/UMD Model Code of Ethics for Educators (Spring 2020)

E. Responsible and Ethical Use of Technology and Social Media

The candidate considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

	Yes	No	N/A
E1. Understand and abide by the school district’s policy on the use of technology, multimedia, and communication. [MCEE – P5,A5; InTASC – 9(o)]			
a. Be vigilant in identifying, addressing and reporting inappropriate and illegal materials/images in electronic or other forms. [MCEE – P5,B1; InTASC – 9(o)]			
b. Monitor to the extent practical, and appropriately report information concerning possible cyber bullying incidents and their potential impact on the student learning environment. [MCEE – P5,B3; InTASC – 9(f)]			
c. Demonstrate ethical use of data/software. [MCEE – P5,A4; InTASC – 9(f)]			
d. Use school district-approved technology. [MCEE – P5,A5; InTASC – 9(o)]			
E2. Demonstrate appropriate social media use for teacher interns in accordance with local school district expectations to include practicing discretion and establishing privacy settings, maintaining separate and professional virtual/social media accounts, and practicing social media ethical use. [MCEE – P5,A7; InTASC – 9(o)]			
E3. Maintain professionalism in one’s professional social media presence (e.g., Snapchat, Instagram, Facebook, Twitter, etc.). [MCEE – P5,A1; InTASC – 9(f)]			
E4. Ensure that the rights of third parties (e.g., edTPA - Nondisclosure Form), including the right to privacy, are not violated via the use of technologies (e.g., sharing photos, voice files, and video from phone footage, etc.). [MCEE – P5,C3; InTASC – 9(o)]			

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Foundational Competencies/UMD Model Code of Ethics for Educators (Spring 2020)

Implementation and Review Procedures

During the orientation phase of their professional programs, candidates will receive information about the *College of Education Foundational Competencies Policy/UMD Model Code of Ethics for Educators Policy* and be asked to sign an *FC/MCEE Acknowledgement Form*. In addition, candidates in the undergraduate teacher preparation programs will be required to submit a self-assessment on the College of Education FC/MCEE as part of the College's selective admissions review in the sophomore or junior year.

Upon full admission to the professional teacher education program, self-assessments of candidates and faculty evaluations of students on the FC/MCEE will occur during each field/internship experience. Candidates will be monitored and given feedback throughout the program. At specified points (e.g., field experiences), they will be notified of inadequacies that may prevent them from progressing through their program. Documentation and consensus regarding the candidate's functioning will be sought before any action is taken. Candidates who experience deficiencies in any areas will be encouraged to seek appropriate professional help from University or other sources. If the problem seems to be beyond remediation, continuation in professional programs, graduation or recommendation for certification may be denied.

Assistance for Individuals With Disabilities

The FC/MCEE may be met with, or without, reasonable accommodations. The University complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Therefore, the College of Education will endeavor to make reasonable accommodations with respect to its FC/MCEE for an applicant with a disability who is otherwise qualified. "Disability" shall mean, with respect to an individual: (1) a physical or mental impairment that substantially limits one or more of the major life functions of such individual; (2) a record of such an impairment; or (3) being regarded as having such an impairment. The University reserves the right to reject any requests for accommodations that are unreasonable, including those that would involve the use of an intermediary that would require a candidate to rely on someone else's power of selection and observation, fundamentally alter the nature of the University's educational program, lower academic standards, cause an undue hardship on the University, or endanger the safety of students or others (supervisors, P-12 and higher education faculty, mentors, parents/guardians, and peers).

Questions or requests for accommodations pertaining to the College of Education FC/MCEE should be directed to Janis Cornell-DeMoss, Director of Student Services, College of Education (301/405-2364; jcdemoss@umd.edu). For all other requests for accommodations, candidates should contact the University's Accessibility and Disability Support Service and follow established university policy and procedures.

Confidentiality

Unless a candidate has expressly waived his or her privilege to confidentiality of medical records provided to substantiate either a disability or a recommendation for an accommodation, the College of Education administrators to which such information has been communicated shall maintain such information in a manner that preserves its confidentiality. Under no circumstances shall such information become part of a candidate's academic records.

Acknowledgement Statement

(This statement will be acknowledged electronically unless otherwise indicated.)

I have read and acknowledge receipt of the statements concerning each of the following areas in the College of Education FC/MCEE Policy—**a) Implementation and Review Procedures; b) Assistance For Individuals with Disabilities; c) Confidentiality.**

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Foundational Competencies/UMD Model Code of Ethics for Educators (Spring 2020)

Glossary

(Please note: Terms with an asterisk (*) are not in this FC/MCEE document.
However, these terms are essential keywords/phrases to know.)

Boundaries:

The verbal, physical, emotional and social distances that an educator must maintain in order to ensure structure, security, and predictability in an educational environment. Most often, the boundaries that are transgressed relate to role, time and place. By respecting contracted roles, appropriate working hours, and the location of the learning environment, secure boundaries are in place for all members of the schooling community.

Candidates/Interns:

This term refers to individuals (pre-service and professional) enrolled in the UMD teacher preparation program.

Culture:

The customary beliefs, social forms, and material traits of a racial, religious, or social group, including the characteristic features of everyday existence shared by people in a place or time⁴.

District/School District:

This is often referred to as a “local education agency.” A “district” in this document is defined as a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. This can include charter schools, magnet schools, virtual magnet schools, regional educational school districts, or other entities falling under the definition above.

Educator:

Educators are the target audience for the MCEE, and are defined as licensed educators. These include paraprofessionals, teachers, teacher leaders, student support personnel and administrators. However, others who interact with students who are not under the auspices of an education-related licensing organization such as coaches, school secretaries, custodians or other school staff are encouraged to adopt or adapt this *Model Code of Ethics for Educators*. See a separate definition for “professional educator.” (Candidates are aspiring educators.)

Ethic of Care*:

Responding with compassion to the needs of students.

Ethical Decision-Making Model:

A framework utilized by educators to guide decision-making which includes professional dispositions; applicable laws, statutes, and policies; the *Model Code of Ethics for Educators*; and other guidelines that have been adopted and endorsed by educational organizations.

Fiduciary Relationship*:

A fiduciary relationship is one in which a person justifiably places confidence in another whose aid, advice, or protection is assumed. Inherent in such fiduciary relationships is an imbalance of power. Educators have a unique responsibility, as the relationship between student and teacher differs from other professional/client relationships (e.g., attorneys, physicians, clergy). Educators are entrusted with the safety and welfare of students during and after school hours and serve “in loco parentis.”

⁴ <http://www.merriam-webster.com/dictionary/culture>

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Growth Mindset⁵*:

A belief that one's most basic abilities can be developed through dedication and hard work.

Harm*:

The impairment of learning or any potential action which may lead to physical, emotional, psychological, sexual, or intellectual damage to a student or a member of the school community.

Implicit or Explicit Demands of an Organization*:

Implicit demands are often subjective or implied and reflect the culture of the schooling environment. Explicit demands are clearly articulated through mandates, policies, or statutes.

Learning Community:

A group of educators who work with one another to achieve the shared goals of their school and engage in collaborative professional learning to strengthen practice and increase student results.⁶

Multiple Relationships:

Multiple relationships occur when the educator is in a professional role with one or more members of the school community and also has a personal relationship with that person or a member of that person's family. Multiple relationships have the potential to impair objectivity, competence, or effectiveness in performing his or her functions as an educator.

Professional Educator*:

A licensed educator who demonstrates the highest standards of ethical and professionally competent practice and is committed to advancing the interests, achievement and well-being of students. The candidate (an aspiring educator) is also committed to supporting the school community and the education profession.

Proprietary Materials*:

Materials that are protected from unauthorized use by copyright or other forms of intellectual property rights.

Safe Environments/Safety and Well-Being:

A school setting which promotes the well-being of all members of the school community and is characterized by the absence of physical, psychological, sexual or emotional harm.

School Community:

This term usually refers to those stakeholders invested in the welfare of a school and its community. A school community includes school administrators, teachers, school staff members, students, their parents/guardians and families, school board members and other community members.⁷

Self-Care:

The candidate has the energy level to meet the expectations of the workday. Self-care is any activity that [an individual] does deliberately to take care of one's mental, emotional, and physical health⁸.

Sensitive Information*:

This includes but is not limited to student information and educational records, including medical or counseling records.

Student:

A learner attending a P-12 school.

⁵ Hidden curriculum (2014, August 26). In S. Abbott (Ed.), The glossary of education reform. Retrieved from <http://edglossary.org/hidden-curriculum>

⁶ <http://learningforward.org/standards/learning-communities#.VTVerkv7Q3Y>

⁷ <http://edglossary.org/school-community/>

⁸ <https://psychcentral.com/blog/what-self-care-is-and-what-it-isnt-2/>

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Technology:

Tools, systems, applications and processes that can include, but are not limited to, electronic communications networks such as the internet and electronic devices such as computers, laptops, phones and other hardware/software that deliver text, audio, images, animation, and streaming video.

Transparency*:

Openness and accountability with respect to one's behaviors, actions and communications as an educator.

Withitness^{9*}:

With-it-ness is a pedagogical term that describes a teacher's continual awareness of all that is going on in the classroom at all times.

SCHOOL DISTRICT POLICIES

Anne Arundel County Public Schools (AACPS):

<http://aacpsschools.org/boardpolicies/>

Howard County Public Schools (HCPSS):

<http://www.hcpss.org/board/policies/>

Montgomery County Public Schools (MCPS):

<http://www.montgomeryschoolsmd.org/departments/policy/index.aspx>

Prince George's County Public Schools (PGCPS):

<http://www1.pgcps.org/generalcounsel/boardpolicies/bp000.aspx>

Program Specific Handbooks (e.g., Special Education Program Handbook)

STANDARDS

Model Code of Ethics for Educators (MCEE): http://www.nasdtc.net/?page=MCEE_Doc

InTASC: <https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

⁹ <http://www.marzanocenter.com/blog/article/monitoring-by-walking-around-part-1-withitness/>

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