

**UMD College of Education**  
**2020 FC/MCEE Policy and Assessment**

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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. 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 that all educators and professionals should possess. These characteristics and dispositions, the *College of Education Foundational Competencies/Model Code of Ethics for Educators*, are outlined in the following pages.

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**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 Statements***

- 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)]
- 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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**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 Statements***

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. (A pattern of repeated absences, lateness, and failure to meet deadlines in courses or fieldwork is not acceptable.) [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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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)]

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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**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 Statements***

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, a belief that one's most basic abilities can be developed through dedication and hard work. [MCEE – P2,C1; InTASC – 2(l)]

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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)]

**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 Statements***

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)]

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- D5. Demonstrate positive social and professional interactions. [MCEE – P4,D3; InTASC – 10(n)]
- 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)]
  - Respect boundaries between one’s personal and professional lives. [MCEE – P4; InTASC – 9(o)]

**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 Statements***

- E1. Understand and abide by the school district’s policy on the use of technology, multimedia, and communication. [MCEE – P5,A5; InTASC – 9(o)]
- Be vigilant in identifying, addressing and reporting inappropriate and illegal materials/images in electronic or other forms. [MCEE – P5,B1; InTASC – 9(o)]
  - 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)]
  - Demonstrate ethical use of data/software. [MCEE – P5,A4; InTASC – 9(f)]
  - 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)]

***THE RATING SCALE***

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

\* Scale/Rating Statements

***STANDARDS***

*Model Code of Ethics for Educators (MCEE):* [https://www.nasdtc.net/page/MCEE\\_Doc](https://www.nasdtc.net/page/MCEE_Doc)

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