

Special Education Programs Procedures for Using the Professional and Ethical Behavior Checklist and for Developing and Monitoring Professional Improvement Plans (PIP)

The Special Education Program values certain dispositions in its scholars: academic honesty, collegial behavior, and responsibility for one's own work. The faculty believe that these are fundamental to establishing a good working academic environment. Honoring and applying the precepts of academic and professional behavior are understood responsibilities of all scholars. Additionally, the Council for Exceptional Children (CEC) accreditation system requires the Special Education Teacher Preparation Program to address Dispositions and Professional and Ethical Behaviors of teacher candidates (www.cec.sped.org).

The procedures for implementing the Special Education Program Professional and Ethical Behavior Checklist (PBC) and Professional Improvement Plan (PIP) are outlined in this document. The following information is to be used by faculty, staff and students in establishing expectations and requirements for professional behaviors and dispositions while at PURDUE FORT WAYNE.

All PURDUE FORT WAYNE students are governed by university policy that addresses Students Rights and Responsibilities. These policies are in place for all PURDUE FORT WAYNE students regardless of whether or not the said activity occurs on campus. If situations arise from acts of personal misconduct, as defined by PURDUE FORT WAYNE, then the procedure followed in those situations is described in the PURDUE FORT WAYNE Student Rights and Responsibilities. The section regarding "personal conduct not on PURDUE FORT WAYNE property" has been included below. Students are encouraged to read the entire PURDUE FORT WAYNE Student Rights and Responsibilities.

Personal Conduct Not on PURDUE FORT WAYNE Property

PURDUE FORT WAYNE may discipline a student for acts of personal misconduct that are not committed on campus property or in connection with an PURDUE FORT WAYNE activity if the acts distinctly and adversely affect the security of the campus community, the safety of others, or the integrity of the educational process.

For the full policy visit <https://www.pfw.edu/committees/senate/code/>

For situations not associated with acts that distinctly and adversely affect the security of the campus community, the safety of others, or the integrity of the educational process, the PURDUE FORT WAYNE Special Education Program has a procedure in place to address education students' professional and ethical behavior that is not in alignment with the accepted norms for the education profession.

A student may be dismissed from the Special Education Program if they have two separate incidents that require the generation of a Professional Improvement Plan (PIP) or if they have one incident that results in not successfully improving after two PIP's.

**Description and Rationale for the Special Education Program Professional and
Ethical Behavior Checklist**

1. Education students in the PURDUE FORT WAYNE Special Education Program are expected to demonstrate professional and ethical behavior in their classes, with their peers, faculty and staff and with the educational community at large in field experiences and practicum.
2. The PURDUE FORT WAYNE Special Education Program Professional and Ethical Behavior Checklist (PBC) is used by the PURDUE FORT WAYNE Special Education Program faculty to document education students' professional behavior for accreditation purposes, identifying professional and ethical behaviors not in alignment with the norms of the education profession and for feedback to students. Both PURDUE FORT WAYNE faculty and educators in the community associated with an PURDUE FORT WAYNE education course can complete the PBC.

Procedure for Addressing Professional and Ethical Behavior

1. If an education student receives a one (1) or a two (2) on the checklist, then the student and the originator of the PBC meet to discuss the PBC form and the professional behavior exhibited by the education student. There are two outcomes from the meeting. One outcome is the checklist originator decides there is no need to move further with the process to generate and monitor a Professional Improvement Plan (PIP). The second outcome is the checklist originator decides there is a need to move further with the process to generate and monitor a PIP.
2. If the second outcome is determined to be the best course of action, then the originator of the PBC will create a PIP. The PIP will include clear goals and a timeline for the student to follow to help the student become a successful professional special educator.
 - a. At this time, the student is informed of the appeals process.
 - i. The Appeals Process
 1. The student meets with the Special Education Program Director to discuss the PIP and the appeal process.
 2. The Special Education Program Director will refer the student to the Special Education Program faculty to review the PIP. The faculty after meeting with the student and the originator of the PIP will decide if the student continues in the program with or without a PIP.
3. If the student is continuing in the program with a PIP, then he or she will follow the requirements described in the PIP in accordance with the established timeline.

4. At the time established in the PIP the student will meet with the PIP originator to determine if the professional behavior of the student has improved. Both the student and the PIP originator need to bring evidence to the meeting to support the improved professional behavior.
 - a. If the PIP originator decides the student has improved and met the requirements of the PIP, then the student continues in the program.
 - b. If the PIP originator decides the student has not improved and the requirements of the PIP have not been met, then a second PIP is created. The second PIP is created by the first PIP originator in consultation with current faculty as needed.
 - i. The student will be sent a hard copy letter and an e-mail from the Special Education Program Director with an electronic copy sent to the Director of the School of Education. A copy of the letter will also be placed in the teacher candidate's academic file in the department.
 - ii. This letter will explain to the student they are unable to satisfy the requirements of the second PIP they may be dismissed from the Special Education Program and/or the College of Professional Studies
5. The student follows through/ implements the second PIP.
6. Following the timeline described in the second PIP, the student will meet with the PIP originator to determine if the professional behavior of the education student has improved. Both the student and the PIP originator will bring evidence to the meeting relevant to the professional behavior. All submitted evidence will be placed in the academic folder in the department files.
 - a. If the PIP originator decides the PIP requirements have been met, then the student may continue in the program.
 - b. If the PIP originator decides the PIP requirements have not been met, the case will be presented to all Special Education Full time faculty and the Chair of the Department of Professional Studies.
7. The faculty and chair interview the student and PIP originator separately and reviews the evidence. The faculty and chair will decide one of four outcomes.
 - a. The student stays in the program and the PIP is completed.
 - b. The student stays in the program, but requires an extension of the PIP.
 - c. The student is dismissed from the Special Education Program.
 - d. The student is dismissed from the college of Professional Studies

Professional and Ethical Behavior Checklist

Teacher candidate Name:

Date:

CHARACTERISTIC/BEHAVIOR	RATING					COMMENTS
	LOW		AVERAGE		HIGH	
Teacher candidate maintains confidentiality of all content discussed in class and in field experiences or practicum.	1	2	3	4	5	
Teacher candidate maintains confidentiality of all content or information about peers, students, families, and school systems in field experiences or practicum.	1	2	3	4	5	
Teacher candidate employs effective listening skills, and communicates understanding of messages that are communicated to him or her.	1	2	3	4	5	
Teacher candidate is open-minded and accepting of others and the values of others.	1	2	3	4	5	
Teacher candidate is able to tolerate ambiguity among peers' views/values.	1	2	3	4	5	
Teacher candidate demonstrates respectful verbal and non-verbal behavior when interacting with faculty/staff, and peers.	1	2	3	4	5	
Teacher candidate demonstrates honest and trustworthy behavior with willingness to accept personal responsibility.	1	2	3	4	5	
Teacher candidate is willing to sincerely consider others' feedback and make appropriate changes.	1	2	3	4	5	
Teacher candidate respects the uniqueness and inherent worth of all people regardless of their race, ethnicity, religion, gender, sexual orientation, disability, country of origin, or veteran status.	1	2	3	4	5	
Teacher candidate upholds professional ethics and demonstrates commitment to professional codes of conduct.	1	2	3	4	5	

Comments:

PURDUE FORT WAYNE
College of Professional Studies
School of Education
Special Education Program Professional Improvement Plan

Teacher Candidate: _____

In the Special Education Program we are committed to helping you improve and reach an acceptable level of performance in relationship to all CEC and State standards and professional and ethical behaviors. This form will set forth strategies for improving performance and dates for re-evaluating performance. Completed forms will be kept on file in the teacher candidate's academic file in the department. Teacher Candidates must sign and date after reading the completed form.

Standard/element or professional behavior that needs to be addressed:

Identify actions needed to demonstrate acceptable performance for that standard/element or professional behavior. List any recommendations made to the teacher candidate.

Follow Up (Include appropriate dates for re-evaluating performance.):

Signatures:

University Supervisor/Instructor *Date*

Teacher Candidate *Date*

Supervisor *Date*

Special Education Program Professional and Ethical Behavior Policy Acknowledgement Form

The Special Education Program values certain dispositions in its scholars: academic honesty, collegial behavior, and responsibility for one's own work. The faculty believe that these are fundamental to establishing a good working academic environment. Honoring and applying the precepts of academic and professional behavior are understood responsibilities of all scholars. Additionally, the Council for Exceptional Children (CEC) accreditation system requires the Special Education Teacher Preparation Program to address Dispositions and Professional and Ethical Behaviors of the teacher candidates in the program.

Below are the Professional and Ethical Behaviors that are expected of all teacher candidates enrolled in special education courses at PURDUE FORT WAYNE.

1. Teacher candidate maintains confidentiality of all content discussed in class and in field experiences or practicum.
2. Teacher candidate maintains confidentiality of all content or information about peers, students, families, and school systems in field experiences or practicum.
3. Teacher candidate employs effective listening skills, and communicates understanding of messages that are communicated to him or her.
4. Teacher candidate is open-minded and accepting of others and the values of others.
5. Teacher candidate is able to tolerate ambiguity among peers' views/values.
6. Teacher candidate demonstrates respectful verbal and non-verbal behavior when interacting with faculty/staff, and peers.
7. Teacher candidate demonstrates honest and trustworthy behavior with willingness to accept personal responsibility.
8. Teacher candidate is willing to sincerely consider others' feedback and make appropriate changes.
9. Teacher candidate respects the uniqueness and inherent worth of all people regardless of their race, ethnicity, religion, gender, sexual orientation, disability, country of origin, or veteran status.
10. Teacher candidate upholds professional ethics and demonstrates commitment to professional codes of conduct.

The full policy, procedures, and checklist are located at www.pfw.edu/special-education under the *student resources tab* or available from a special education faculty member.

By signing this form I agree to abide by these professional and ethical behaviors while enrolled in special education courses at PURDUE FORT WAYNE.

Teacher Candidate Signature _____ Date _____

Course _____ Semester _____