Kendall College of Art and Design of Ferris State University
Professional Behavior Policy

Teachers have great influence on our society as they engage with and model to future generations through pedagogical practices. In an effort to affirm and emphasize the importance of professional educators, the School of Education has adopted a set of standards and benchmarks of professional dispositions. All students will be required to demonstrate these demeanors and ethics throughout their formal education and beyond as students and graduates of Kendall College of Art and Design of Ferris State University.

After careful reading and reflecting upon the standards and benchmarks, the Art Education student will sign and date this document acknowledging their comprehension of the principles and purpose of the Professional Behavior Policy.

**Standard**

1. The art education student is an active participant and contributes to a positive climate in the university setting and the greater learning environment.

2. The art education student demonstrates mastery of written and spoken language for self-expression in both the academic setting and the learning community at large.

3. The art education student is a thoughtful, reflective, and responsive listener.

4. The art education student is committed to reflection, assessment, and learning as an ongoing process.

5. The art education student initiates assistance and asks for guidance.

6. The art education student is sensitive to community and cultural norms of the teacher education program, the university classroom, and practicum setting.

7. The art education student appreciates and values human diversity and shows respect for others’ varied talents and perspectives.

**Benchmark**

1. Participates actively in class discussion and assignments; works effectively with others; shows respect and consideration for the thoughts and feelings of others; assumes leadership roles, and demonstrates reflective behavior.

2. Communicates effectively verbally, demonstrates an ability to write in a clear, organized, fluent manner, adheres to the conventions of the language when appropriate; recognizes distinctions between formal and informal communication, and demonstrates the appropriate use of language at all times.

3. Solicits feedback that demonstrates an understanding of program and professional goals and objectives; receives feedback in a positive manner and makes necessary adjustments; listens and responds to others.

4. Reflects on information provided and demonstrates an ability to apply ideas to his/her own practices and life; able to modify behavior and/or understanding when provided with new information and experience; demonstrates an interest in and commitment to lifelong learning.

5. Volunteers to assist others in the university classroom and/or practicum setting; demonstrates an openness to assistance form others.

6. Uses language that demonstrates sensitivity to others; communicates effectively with peers, instructors, K-12 students, and cooperating teachers; shows an awareness of the context in which s/he is interacting.

7. Listens to others’ perspectives in a respectful manner; exhibits understanding of the complexities of race, power, gender, class, sexual orientation and privilege in American society.
8. The art education student values the development of critical thinking, independent problem solving, and performance capabilities in her or himself and K-12 students.

9. The art education student demonstrates a commitment to keeping abreast of new ideas and understanding in the field of education.

10. The art education student demonstrates a level of responsibility appropriate for a professional.

Demonstrates an ability to identify, analyze, and evaluate complex issues; exhibits the ability to solve problems both independently and in cooperation with others; sets and achieves high standards.

Identifies and analyzes important trends in education; looks for opportunities to integrate theory and practice; demonstrates enthusiasm for learning new ideas and strategies; relates class discussions and issues to current events in education.

Attends all classes, practicum experiences, and required activities; arrives on time; dresses for practicum experiences in an appropriate manner; communicates in an appropriate manner regarding extenuating circumstances that prevent attendance; comes to class prepared.

Signature

Date

Print Name

Student ID Number

The first nine dispositions are adapted from the standards of the New Teacher Assessment and Support Consortium (INTASC). The complete INTASC is available at the Council of Chief State School Officers (CCSSO) website (http://www.ccsso.org/intasc.html)

Washington State University, School of Education www.educ.wsu.edu/tess/pde.doc
Michigan Department of Education, Entry Level Standards for Michigan Teachers