

PROFESSIONALISM AGREEMENT

1. By attending one of the Field Experience student teaching application meetings and/or the student teaching orientation meeting, I have had an opportunity to seek clarification and ask questions in regard to this document.
2. I have read, understand, and will adhere to the Washington Standards for Beginning Teachers (Standard 5) and all specific Program standards (see *Student Teaching Handbooks, Guide to Policies, Procedures, and Resources, Disposition Survey*, and cohort covenants) regarding professional conduct, dress, and deportment that includes, but is not limited to:
 - a. Engaging in practice that is standards-based, personalized to the diverse needs of students, and has a positive impact on student learning.
 - b. Utilizing knowledge of families and community resources to enhance support for children and families, including those from diverse racial, ethnic, and linguistic groups
 - c. Demonstrating constant respect and support for all students; treating all students equitably; using appropriate language that emphasizes people first language and never denigrates students; helping all students understand academic language
 - d. Engaging in practice that is enhanced by a reflective, collaborative, professional growth-centered practice
 - e. Keeping informed about and demonstrating professional responsibilities and policies
 - f. Keeping informed about and demonstrating legal and ethical responsibilities, including following procedures specified in the MiT *Teacher Candidate Reporting Process: Suspected Abuse*
 - g. Adhering to school and school district standards of professional dress and deportment, participation, and mandatory reporting
 - h. Working productively and cooperatively
 - i. Being at student teaching placement and school-related functions on time for the full duration of the day or function and submitting complete assignments on time
 - j. Assuming personal responsibility for performance
 - k. Displaying initiative by using a variety of resources and using them appropriately
 - l. Initiating personal growth in subject area(s), learning theories, and/or instructional practices; establishing goals for professional improvement
 - m. Inviting feedback and adjusting behavior and actions based on feedback and input; seeking professional improvement via this feedback
 - n. Behaving honestly in all interactions
 - o. Maintaining confidentiality
 - p. Understanding all photograph and videotaping limitations and expectations
 - q. Using problem-solving approaches to sensitive situations
3. I understand and agree that all forms of communication will be made in an appropriate and professional manner, including all verbal, written, and electronic communication. This includes, but is not limited to:
 - a. Using correct grammar and spelling at all times
 - b. Communicating with students professionally – no exchange of phone numbers, texting, Face Book, MySpace, etc. and only using (when allowed) email per district policy (and only district email addresses)

- c. Using great caution and sensitivity when using blogs – electronic communication even with “passwords or controls” is considered public and not confidential (*using pseudonyms does not protect confidentiality*)
 - d. Avoiding the personal use of email, Facebook, MySpace, texting, phone calls, etc., during the school day except in the event of an emergency
4. I understand that:
- a. I will adhere to MiT policies and guidelines regarding student teaching placements and will not seek nor make my own placement
 - b. I may not be placed where I have a personal connection (WAC 181.78A.125)
 - c. I must arrange for my own transportation, understanding that all candidates are expected to participate in at least one quarter of student teaching different from their own backgrounds which is often in an urban school
 - d. Student teaching is a full-time experience that requires contracted-like teacher attendance, work, and hours and a full-time teaching assignment
 - e. The start/end dates of the student teaching quarters are:
 - i. FALL: When the mentor teacher reports to work
 - ii. SPRING: The Monday of TESC’s spring break, which is the Monday after winter quarter. Spring student teachers do not take the TESC spring break, but take the spring break of their host schools.
 - f. I may not be placed, enter, or remain in a student teaching placement unless my fingerprint and character clearance is valid. Any lapse in such clearance will require removal from the internship.
5. Academic Honesty Policy: The Evergreen State College students are responsible for reading, understanding, and following the policy and procedures regarding academic honesty as described in the *Academic Honesty* policy
<http://www.evergreen.edu/advising/academicpolicies.htm#>

I understand that the consequences for failing to comply with these expectations may include, but are not limited to, removal from the program, removal from the college, removal from the student teaching placement, low *MiT Student Teaching Rubric* ratings, or an unsatisfactory narrative evaluation that would result in not being recommended for certification.

My signature below reflects my review of and agreement to the information in this document. I acknowledge my responsibility in fully understanding all expectations and regulations and understand the consequences for failing to meet any of those expectations.

Print Name & ID#

Signature

Date