

**DISPOSITIONS, SOCIAL MEDIA and TECHNOLOGY  
MEMORANDUM OF UNDERSTANDING  
FOR  
TEACHER EDUCATION CANDIDATES**

*The Memorandum of Understanding is presented and reviewed each semester in EDUC 301-Tech 1 with all new teacher candidates entering the Teacher Education Program. Each teacher candidate will sign and date the acknowledgement portion of this document and return to the course instructor who will turn them in to the Office of Teacher Education. They will be placed in the specific teacher candidate's file. Teacher candidates will be responsible for upholding their agreement until completion of the Teacher Education Program.*

**DISPOSITIONS:**

**DISPOSITION 1: Exhibits Professionalism**

**Unsatisfactory** - May not be depended upon; behavior is not trustworthy, honest or ethical. Exhibits very little enthusiasm and seems uncommitted to the profession.

**Satisfactory** - Dependable and reliable; characterized by honesty, trustworthiness, and ethical behavior. Exhibits enthusiasm, curiosity and willingness to learn, and satisfactory commitment to the profession.

**Exemplary** - Absolutely dependable and reliable; characterized by honesty, trustworthiness, and highly ethical behavior. Exhibits an exemplary level of enthusiasm, a love of learning, and a strong commitment to the profession.

**DISPOSITION 2: Values Human Diversity**

**Unsatisfactory** - Shows disrespect and lack of sensitivity to the learning needs and abilities of most individuals, and to their diverse cultures, languages, races, and family compositions.

**Satisfactory** - Shows respect and sensitivity to the learning needs and abilities of all individuals, and to their diverse cultures, languages, races, and family compositions. Strives to implement best practices to address diverse learning needs and abilities of all individuals, and to address their diverse cultures, languages, races, and family compositions. Collaborates with diverse peers, professional colleagues, staff and families.

**Exemplary** - Shows exemplary respect and sensitivity to the learning needs and abilities of all individual, and to their diverse cultures, languages, races, and family compositions. Consistently strives to implement best practices to address diverse learning needs and abilities of all individuals, and to address their diverse cultures, languages, races, and family compositions. Collaborates enthusiastically and effectively with diverse peers, professional colleagues, staff and families.

### **DISPOSITION 3: Develops Professionally**

**Unsatisfactory** - Does not seek to acquire knowledge, nor to develop research-based practices in any aspect of teaching. Seems unwilling or unable to assess own performance.

**Satisfactory** - Engages in ongoing acquisition of knowledge and in the development of research-based practices. Assesses own performance; reflects and acts upon needed improvements.

**Exemplary** - Readily and consistently engages in ongoing acquisition of knowledge, and in the development of research-based practices in all aspects of teaching. Continually assesses own performance; reflects and acts upon needed improvements.

### **Social Networks:**

Social networking sites such as Facebook, MySpace, Bebo, and Xanga provide tremendous opportunities for staying in touch with friends and family. Educational networking sites can be useful for professional development and as a teaching tool, and are usually restricted to selected users and not available to the general public. These include networking tools such as Moodle, educational wikis, specially created Nings, or district adoptions of online applications such as Saywire, Live@edu or Google Apps for Education.

As educators, we have a professional image to uphold and how we conduct ourselves online impacts this image. Unfortunately, there have been instances of educators demonstrating professional misconduct while engaging in inappropriate dialogue about their schools and/or students or posting pictures and videos of themselves engaged in inappropriate activity online. Mistakenly, some educators feel that being online shields them from having their personal lives examined, but online identities are very public and can cause serious repercussions. These guidelines will help you protect your professional reputation:

### **Guidelines for the use of social networking sites:**

- Do not accept students as friends on personal social networking sites. Decline any student-initiated friend requests.
- Do not initiate friendships with students. You are their teacher not their friend.
- Remember that people classified as "friends" have the ability to download and share your information with others.
- Post only what you want the world to see. Imagine your students, their parents, your administrator, visiting your site. Remember that on a social networking site once you post something it may be available, even after it is removed from the site.
- Do not discuss students or coworkers or publicly criticize school policies or personnel.
- Visit your profile's security and privacy settings. At a minimum, make sure all privacy settings are set to "only friends". Be aware that "Friends of friends" and "Networks and Friends" open your content to a large group of unknown people. Your privacy and that of your family may be a risk.

### **Guidelines for the use of educational networking sites:**

- Let your administrator, fellow teachers and parents know about your educational network.
- When available, use school-supported networking tools.
- Do not say or do anything that you would not say or do in as a teacher in the classroom. (Remember that all online communications are stored and can be monitored.)
- Have a clear statement of purpose and outcomes for the use of the networking tool.
- Establish a code of conduct for all network participants.
- Do not post images that include students without parental release forms on file.
- Pay close attention to the site's security settings and allow only approved participants access to the site.

## **Guidelines for *all* networking sites by professional staff:**

- Do not use commentary deemed to be defamatory, obscene, proprietary, or libelous. Exercise caution with regards to exaggeration, colorful language, guesswork, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations.
- Weigh whether a particular posting puts your effectiveness as a teacher at risk.
- Due to security risks, be cautious when installing the external applications that work with the social networking site. Examples of these sites are calendar programs and games.
- Run updated malware protection to avoid infections of spyware and adware that social networking sites might place on your computer.
- Be careful not to fall for phishing scams that arrive via email or on your wall, providing a link for you to click, leading to a fake login page.
- If a staff member learns of information, on the social networking site that falls under the mandatory reporting guidelines, they must report it as required by law.

Please stay informed and cautious in the use of all new networking technologies.

Source based on information from Johnson, D., & Hegna, J. (2010). Guidelines for educators using social and educational networking sites, *Library Media Connection*. Retrieved from <http://www.doug-johnson.com/dougwri/guidelines-for-educators-using-social-and-educational-networ.html>

## **TECHNOLOGY PROTOCOL FOR TEACHER CANDIDATES & STUDENT TEACHERS**

### **A. Cell Phones:**

1. Assess the appropriateness of your voicemail music/message as a professional (your CS and CT may be calling you).
2. Seek permission to text your CS/CT before assuming you may.
3. If you have been given permission to text CS/CT, remember to
  - a. use appropriate grammar/spelling/etc.
  - b. sign your name – we do not memorize you phone numbers!
4. Always place on off or vibrate when in the classroom or in your Clinical Site.
5. Do not use your cell phone in the classroom at your Clinical Site – period – talking or texting!
6. If you need to make a personal call, use your cell phone – but only on your prep period, before/after school or on your lunch hour. Do not use your phone in the classroom/hallways.
7. Using your cell phones or any devices to listen to music using headphones during clinical site observations is NOT acceptable.
8. Never exchange phone numbers with students – yours or theirs!
9. Using cell phones or cameras (of any kind), do not take pictures of students for any reason other than that of a professional nature. Before taking such pictures, you must clarify with your CT/school administration as to the purpose and whether or not the student has a 'media clearance' on file.

## B. Computers:

1. Computers at your Clinical Site are for school purposes. It is inappropriate for you to
  - a. surf the web for any purpose other than lesson planning.
  - b. write personal, non-teaching related emails.
  - c. give students passwords that are in place for securing information/usage for professional personnel.
  - d. download any unauthorized software or without the permission of your CT.
  - e. playing games on clinical site computers or personal computers/devices during clinical site observations.
  
2. Social Networking Sites:
  - a. Facebook, My Space, Twitter, Instant Messaging, Skype, etc., it is absolutely prohibited engaging with students in your clinical site through any of these or other social media sites.
  - b. Re-visit your personal accounts to assess the appropriateness of pictures, comments, etc., on your site as a teacher candidate/student teacher. Ask yourself, "Is this the image I want to project as a professional educator?"
  - c. If you use a non-SIU email account, make sure your username is professionally appropriate and acceptable.

### **STUDENT TEACHING & CLINICAL PRACTICE DRESS EXPECTATIONS FOR A PROFESSIONAL PRESENTATION**

1. As a student teacher in the Teacher Education Program, you represent SIUC and the school to which you are assigned. At all times you are to present a professional image.
2. First and foremost – you must abide by the Dress Code set by the school and district in which you are working. Second you are responsible for the expectations set by your Clinical Supervisor.
3. You should always be well groomed, neat, and clean!
4. Clothing should be cleaned and pressed.
5. PROFESSIONAL ATTIRE is required. Jeans for causal days or special occasions MUST be approved in advance by your Clinical Supervisor – no exceptions. Do not judge what's acceptable by observing in-service teachers; whether or not it's fair, you have a different dress code! Tennis shoes, T-shirts, blue jeans have no place in your experience other than certain special activities (field trips, outdoor activities, etc.) or if you are teaching Physical Education (no jeans regardless). In general, choose clothing, shoes, and accessories, which present a **professional image**. Dress conservatively – not provocatively!
6. Avoid wearing clothing that is too low, too short, too tight, too big, or too funky/trendy. Do NOT expose midriffs, thighs or cleavage.
7. Tattoos should be covered.
8. Choose subtle earrings (especially for males) and choose unobtrusive and safety-conscious jewelry. All piercings (except for pierced ears) should be removed.
9. Be careful with too much/strong colognes and give attention to deodorant/mouthwash. Be attentive to good hygiene.

**CONDUCT REGARDING CLINICAL PLACEMENT VIDEOTAPING**

A teacher candidate engaged in clinical experiences or student teaching who is required to submit a video recording of his/her classroom instruction pursuant to a course assignment or teacher performance assessment agrees to treat as confidential any such video recording made or obtained by that candidate. The candidate agrees to take reasonable precautions to ensure the security and confidentiality of such video recording and agrees to only use such recording as required by the teacher performance assessment. Once the video recording has been transmitted to and received by the entity conducting the teacher performance assessment and/or the candidate's instructor, program or institution, the candidate agrees to delete, erase, or physically destroy any local copy of the video recording. The candidate shall not share, post, or use the video recording for any other purpose. Failure to abide by this provision may result in adverse action, up to and including termination of the candidate's student teaching assignment, termination from the program, or rejection of the candidate's application for licensure with the Illinois State Board of Education.

*Source: Illinois State Board of Education Legal Division*

*Please sign the statement below and return to your instructor. Retain the above portion for your records.*



**DISPOSITION INCLUDING SOCIAL MEDIA MEMORANDUM OF UNDERSTANDING FOR TEACHER EDUCATION CANDIDATES**

**Statement of Understanding:**

I have been introduced to and have had explained to me the SIUC TEP Dispositions and Social Media Expectation Guidelines. I have been provided a copy of each and understand that I must meet and abide by these expectations in my courses and clinical experiences.

Should my performance and /or behavior fall below the acceptable dispositional standards, I understand that I will be given an opportunity to remediate the concerns. If I do not, a Dispositional Assessment will be completed and submitted to my program chair and the Office of Teacher Education. In accordance with the procedures regarding Dispositions within my Program Major, I understand that continued concerns ultimately may result in my dismissal from the SIUC Teacher Education Program.

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Teacher Candidate Name (print)

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Teacher Candidate Signature Date