5.3.c. Policies and practices to assure clinical faculty meet Unit expectations.

As stated in the Williams Baptist College *Introduction to Teaching Handbook* (2012-2013), clinical faculty members are expected to maintain the following seven standards of conduct as outlined in the Code of Ethics for Arkansas Educators:

**Standard 1**: An educator maintains a professional relationship with each student, both in and outside the classroom.

**Standard 2**: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice.

**Standard 3**: An educator honestly fulfills reporting obligations associated with professional practices.

**Standard 4**: An educator entrusted with public funds and property honors that trust with honest, responsible stewardship.

**Standard 5**: An educator maintains integrity regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator’s position for personal gain.

**Standard 6**: An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law.

**Standard 7**: An educator refrains from using, possessing and/or being under the influence of alcohol, tobacco, or unauthorized drugs while on school premises or at school-sponsored activities involving students.

In addition to these seven standards, clinical faculty members are also required to complete training in the PATHWISE Model (based on standards of teacher practice derived from the Educational Testing Service and designed to increase teacher quality and student learning). The four PATHWISE Standards (or “Domains”) and nineteen Criteria for evaluating pre-service and in-service teachers are as follows:

**Domain A—PLANNING: Organizing Content Knowledge for Student Learning**

- Criteria A-1: Getting to know Students
- Criteria A-2: Goals and Objectives
- Criteria A-3: Making Connections
- Criteria A-4: Matching Methods, Activities, and Student Interests
- Criteria A-5: Evaluation
Domain B—ENVIRONMENT: Creating an Environment for Student Learning
  Criteria B-1: Fairness
  Criteria B-2: Rapport
  Criteria B-3: Communication
  Criteria B-4: Classroom Management
  Criteria B-5: Safe and Conducive

Domain C—TEACHING and LEARNING: Teaching for Student Learning
  Criteria C-1: Clarity of Purpose
  Criteria C-2: Content
  Criteria C-3: Extended Thinking
  Criteria C-4: Monitoring Students
  Criteria C-5: Time Management

Domain D—PROFESSIONALISM: Teacher Professionalism
  Criteria D-1: Reflection
  Criteria D-2: Efficacy
  Criteria D-3: Professional Relationships
  Criteria D-4: Communication with Parents