

Connecticut Code of Professional Responsibility for Teachers

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Provided by:
Department of Education (/SDE)

Overview

Regulations of Connecticut State Agencies Section 10-145d-400a

PREAMBLE

Subsection (a)

The Code of Professional Responsibility for Teachers is a set of principles which the teaching profession expects its members to honor and follow. These principles set forth, on behalf of the teaching profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the teacher accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the teaching profession, and the community.

Consistent with applicable law, the Code of Professional Responsibility for Teachers shall serve as a basis for decisions on issues pertaining to licensure and employment. It shall apply to all teachers licensed by or individuals seeking licensure from the State of Connecticut. For the purposes of this section, "teacher" means a person who is applying for, who holds or who is employed under a teaching certificate, or other equivalent certificate, issued by the state board of education.

(b) RESPONSIBILITY TO THE STUDENT

(1) The professional teacher, in full recognition of his or her obligation to the student, shall:

- (A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
- (B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of subject matter;
- (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
- (D) Foster in students the full understanding, application and preservation of democratic principles and processes;
- (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
- (F) Assist students in the formulation of value systems and worthy, positive goals;

Students should be treated as individuals rather than as members of race- and gender-based groups, and teachers should not disparage the race ("white privilege/ fragility") or gender ("toxic masculinity") of students.

Principle supporting balance in the classroom and eliminating teacher bias.

Support for strong civics instruction.

- (G) Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
- (H) Strive to develop within students fundamental critical thinking skills and problem-solving techniques;
- (I) Remain steadfast in guaranteeing equal opportunity for quality education for all children, and not unlawfully discriminate; and
- (J) Maintain the confidentiality of all information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

(2) The professional teacher, in full recognition of his or her obligation to the student, shall not:

- (A) Abuse his or her position as a professional with students for private advantage;
- (B) Sexually or physically harass or abuse students;
- (C) Emotionally abuse students; or
- (D) Engage in any misconduct which would put students at risk.

More support for balance and freedom of thought in the classroom.

Disparaging the race ("white privilege/fragility") and gender ("toxic masculinity") of students is abusive.

Goal is equal opportunity, not equal outcome/"equity." Also, should not discriminate.

(c) RESPONSIBILITY TO THE PROFESSION

(1) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall:

- (A) Conduct himself or herself as a professional realizing that his or her action reflects directly upon the status and substance of the profession;
- (B) Uphold the professional teacher's right to teach effectively;
- (C) Uphold the principle of academic freedom;
- (D) Strive to exercise the highest level of professional judgment;
- (E) Assume responsibility for his or her professional development;
- (F) Encourage the participation of teachers in the process of educational decision-making;
- (G) Promote the employment of only qualified and fully licensed teachers;
- (H) Encourage promising, qualified and competent individuals to enter the profession;
- (I) Decline any gratuity, gift or favor that would impair or influence professional decisions or actions; and
- (J) Maintain the confidentiality of all information concerning colleagues obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

Protection for teachers from online harassment by colleagues based on things that happen in school.

(2) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall not:

- (A) Obtain licensure or employment by misrepresentation or fraud;
- (B) Misrepresent his, her or another's professional qualifications or competencies; or
- (C) Engage in any misconduct which would impair his or her ability to teach.

(d) RESPONSIBILITY TO THE COMMUNITY

(1) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall:

- (A) Be cognizant of the influence of teachers upon the community-at-large, and, therefore, shall not knowingly misrepresent facts or make false statements;
- (B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;

- (C) Promote the principles and ideals of democratic citizenship; and
(D) Endeavor to secure equal educational opportunities for all children.

The goal is equal opportunity, not equal outcome/"equity."

(2) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall not:

- (A) Exploit the educational institution for personal gain; or
(B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust.

Applicability of the Code of Professional Responsibility for Teachers to Candidates in a Connecticut Educator Preparation Program

Effective July 1, 2003, Section 10-145d-11 of the Regulations of Connecticut State Agencies, Standards and Procedures for the Approval of Connecticut Educator Preparation Programs, requires that institutions and schools of education ensure that prospective teacher candidates meet the following competencies when admitting, preparing and recommending for certification:

- Demonstrate knowledge of the Code of Professional Responsibility for Teachers;
- Demonstrate current Connecticut licensure competencies as defined in Sections 10-145d-400 through 10-145d-619, inclusive, of the Regulations of Connecticut State Agencies, the Common Core of Teaching, and the Connecticut Content Specific Standards for Teachers; and
- Have the qualities of character and personal fitness for teaching.

Standards and Procedures for the Approval of Connecticut Educator Preparation Programs stipulate requirements for candidates in addition to those noted above. Furthermore, in order to gain Connecticut State Board of Education Approval for their preparation programs, institutions and schools of education must present evidence of how their programs and candidates meet standards established by the National Council for Accreditation of Teacher Education (NCATE).

For more information about Connecticut and NCATE standards, please refer to the following web sites:

- **[Standards and Procedures for the Approval of Connecticut Educator Preparation Programs \(/SDE/Certification/Educator-Preparation-Providers-EPPs-and-Programs-in-Connecticut\)](#)**
- **[Connecticut Common Core of Teaching](#)**
- **[NCATE \(http://www.ncate.org\)](http://www.ncate.org)**