University of Arkansas

College of Education & Health Professions
Inclusive Educational and Clinical Programs

Special Education

Student Handbook

University of Arkansas Professional Education Unit
Special Education Student Handbook

Table of Contents

Section I

Bachelor of Education in Special Education Program Overview 2 BSE Admission Procedures
BSE Program Requirements
Eight Semester Plan

Section II

Disposition 6

Section III

Internship Year 7 Internship Team: Composition, Roles, Responsibilities
Public School Mentors
University Liaison/Faculty

SPED Intern Seminar and Mentor Teacher Meetings
Guidelines for the Internship
Introduction
Terminology
Length of Internship
Length of Placements
Evaluative Observations of Intern
Faculty Visits
Professionalism
Portfolios
Dispositions

SECTION IV

Policies and Procedures 13 Professionalism in Dress and Attitude
Promptness and Attendance
Teaching in the Absence of Certified Personnel
Plan for Diverse Field Experiences
Corporal Punishment
Withdrawal
Grievance or Appeal Procedures
Addressing Weak or Challenged Interns
Dismissal Policy

SECTION V

Licensure and Employment 21 Employment
Career Services
Licensure of Teachers and Other School Personnel
Arkansas Department of Education Information
State Department Contact Information
Accessing Licensure Information from ADE Web Site
Licensure in Other States

APPENDICES

Appendix A: Notification of Concern
Appendix B: Formative Evaluation
Appendix C: Summative Assessment
Appendix D: Intern Experience Log
Appendix E: Educator Disposition Assessment

Section I

Bachelor of Science in Special Education Program Description

The Bachelor of Science in Special Education degree program in the College of Education and Health Professions (Undergraduate Catalog Link) i the initial preparation program for teachers seeking a K-12 special education Arkansas teaching license. The program prepares candidates for teaching students with all types of disabilities in public school settings and community-based programs.

BSE Program Admissions Procedures

Stage I: Pre-SPED (PSPED)

Complete all program pre-requisites and campus core courses with a cumulative average GPA of 3.0 or higher
Complete all CIED courses with a minimum grade of "C"
Complete a background check
Must meet one requirement in each of the following skill areas:

a) Writing: a) 3.0 average in ENGL 1013 and ENGL 1023 within last 7 years; b) passing ACT/SAT/Praxis Core score in Writing; or c) Accuplacer Next Generation score of 251. b) Math: (a) Earned B or higher in College Algebra or equivalent course within last 7 years, (b) passing ACT/SAT/Praxis score in Math, or (c) Accuplacer Next Generation score of 251. c) Reading: (a) 3.0 Cumulative GPA, (b) passing ACT/SAT/Praxis Core score in Reading, or Accuplacer Next Generation score of 251.

Stage II: Admission to the Special Education Program (SPED)

Admission to the Special Education Program occurs after completion of all Pre-SPED requirements (those listed in the first two years under the 8 semester plan) and prior to the beginning of the fall semester of the junior year. **Admission to the program is very competitive; not all students who meet the minimum requirements will be admitted to the program.** Applications to the Special Education program must be submitted by January 31 for admission in the Fall term. Courses must be taken in sequence within the cohort to which the applicant was accepted.

The application process includes:

1. Submission of the Special Education Program application.
2. Submission of transcripts for all completed coursework.
3. Submission of advising sheet.
4. Interview with program faculty.
5. Submission of a personal statement.
6. Submission of passing scores on Math, Reading, and Writing sections of the Praxis Core Exam or ACT as described above. Enrollment for the fall semester, junior year is not permitted unless all three parts of Praxis Exam are passed.

7. Registration with the Office of Teacher Education
8. Current background check.
9. All CIED courses must have a grade of C or higher.
10. Students must complete and successfully pass the criminal background check before beginning field experiences in the schools in the fall semester of the sophomore year and each semester thereafter.
11. Candidates, once admitted, must register with the Office of Teacher Education and complete a background check prior to registration for courses.

Continuation to senior year Teaching Internship block is based on cumulative GPA and grades described above and positive teacher disposition reviews by faculty. These requirements are:

1. Minimum 3.0 GPA
2. Criminal background check.
3. All SPED courses must have a B or higher prior to the student intern semesters. No teaching methods courses may be taken by as self-paced (correspondence) courses.
4. All coursework, except designated 6 hours of SPED courses and seminar must be completed prior to senior year. All coursework, except designated 6 hours of SPED courses and seminar must be completed prior to senior year.
5. Candidates who have a Notification of Concern to the Office of Special Education are cleared for internship by faculty.

<u>Stage III: Requirements for Program Completion and Recommendation for Teaching License</u>

Teacher License requirements include the following:

- Consistent display of professional teaching disposition qualities as reviewed by faculty and school partners
- Written support related to demonstrating special education practice-based competencies from participating school partners
- Students must have a cumulative GPA of 3.0 or higher
- Students must pass all Division of Elementary and Secondary Education required examinations (e.g., Praxis II, Arkansas Foundations of Reading Exam)

<u>BSE Program of Study</u>

SPECIAL EDUCATION COURSES and INTERNSHIPS – 58 hours

SPED 4173 Introduction to Dyslexia: Literacy Development and Structure of Language
SPED 4413 ABA and Classroom Management

SPED 4423 Technology for the Inclusive Classroom
SPED 4433 Curriculum Development and Instructional Planning
SPED 4443 Career Development and Transition Planning for Students with Disabilities
SPED 4453 Assessment of Students with Disabilities
SPED 4473 Teaching Students with Disabilities Math & Science (k-12)
SPED 4483 Teaching Literacy Skills to Students with Disabilities (k-12)
SPED 4493 Introduction to Students with High Incidence Disabilities
SPED 4523 Teaching Students with Significant Disabilities
SPED 4538 SPED Teaching Internship (k-6)
SPED 4543 SPED Seminar (k-6)
SPED 4553 SPED Research (k-6)
SPED 4568 SPED Teaching Internship (7-12)
SPED 4573 SPED Seminar (7-12)
SPED 4583 SPED Research (7-12)

ELECTIVES 9 – 10 prior to applying to the Special Education Program
Program total is a minimum 120 credit hours

Example Eight Semester Plan

1. Fall semester (16 credit hours)
ENGL 1013 Composition I
MATH 1203 College Algebra (or higher)
Science/Lab – 4 hours selected from UA Core
HIST2003 or 2013 U.S. History, or PLSC 2003
Fine Arts Core elective -3 hrs. selected from UA Core

2. Spring Semester (16 credit hours) **[Pass Praxis I]**
ENGL 1023 Composition II
MATH 2213 Math Structures I
Social Science – 3 hours selected from UA Core
Science/Lab – 4 hours selected from UA Core
HDFS 2413 Family Relations

3. Fall Semester (15 credit hours)
MATH 2223 Math Structures II
Social Science – 3 hours selected from UA Core
CIED 3023 Survey of Exceptionalities
Humanities – 3 hours selected from UA Core
Elective (3 hours)

4. Spring Semester (15-16 credit hours) **[Application made for admission to Professional Education**

Courses for beginning of spring semester]

COMM 1313 Public Speaking
CIED 3033 Classroom Learning Theory
CIED 3262 Language Development for the Teacher ***or*** CDIS 2253
Electives (7 hours)

5. Fall Semester (15 credit hours)
SPED 4453 Assessment of Students with Disabilities
SPED 4173 Introduction to Dyslexia: Literacy Development and Structure of Language
SPED 4493 Introduction to Students with High Incidence Disabilities
SPED 4443 Career Development and Transition Planning for Students with Disabilities
SPED 4423 Technology in the Inclusive Classroom

6. Spring Semester (15 credit hours)
SPED 4433 Curriculum Development and Instructional Planning
SPED 4473 Teaching Math & Science for Students with Disabilities (k-12)
SPED 4463 Teaching Students with Significant Disabilities
SPED 4483 Teaching Literacy Skills for Students with Disabilities (k-12)
SPED 4413 ABA and Classroom Management

7. Fall Semester (14 credit hours)
SPED 4538 SPED Teaching Internship (k-6)
SPED 4543 SPED Seminar (k-6)
SPED 4553 SPED Research (k-6)

8. Spring Semester (14 credit hours)
SPED 4568 SPED Teaching Internship (7-12)
SPED 4573 SPED Seminar (7-12)
SPED 4583 SPED Research (7-12)

SECTION II
Dispositions

In accordance with the state and national standards teacher candidates are assessed on their knowledge, disposition, and performance. Dispositions (Appendix E) are separate from scholarship or achievement criteria. Teacher candidates are expected to exhibit the following dispositions: 1. Demonstrates Effective Oral Communication Skills

2. Demonstrates Effective Written Communication Skills
3. Demonstrates Professionalism
4. Demonstrates a Positive and Enthusiastic Attitude
5. Demonstrates Preparedness in Teaching and Learning
6. Exhibits an Appreciation of and Value for Cultural and Academic Diversity
7. Collaborates Effectively with Stakeholders
8. Demonstrates Self-Regulated Learner Behaviors/Takes Initiative

9. Exhibits Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability

If students evidence concerns related to disposition during any point in the special education program a Notification of Concern may be submitted to the Office of Teacher Education. The purpose of the NoC is to ensure that all supports are in place to provide opportunities for the student to practice these dispositions and be successful. Ultimately, if concerns related to disposition continue a special education student may not be eligible for recommendation for licensure and/or may be released from the special education program. **Disposition Assessment included in Appendix E**

Section III

Internship Year

During the senior year, teacher candidates will participate in two full-time internship rotations in a K-6 public school setting and a 7-12th public school setting. These internships provide opportunities for teacher candidates to practice the many skills learned in coursework and observe exemplary special education teachers acrossp ublic school contexts.

Partnership Team: Composition, Roles, and Responsibilities

Composition

Each partnership school team consists of licensed public school mentors and administrators from partner schools, and a faculty member from the Special Education Program of the University of Arkansas.

Suggested Roles and Responsibilities of the Partnership Team

- Determine procedures for calling meetings of the cohort team members.
- Plan and implement coursework and field experiences.
- Monitor and support progress of teacher candidates.
- Assist teacher candidates in planning for observations and teaching experiences. • Support teacher candidates in carrying out specific requirements set up by the University, such as projects required as part of their coursework.
- Provide evaluative data regarding progress of teacher candidates.
- Discuss issues related to the teacher education programs.
- Make recommendations about the teacher education programs to the cohort partner schools, university faculty liaisons and appropriate departments.

Teacher Candidate Responsibilities

The purpose of the internship is for Special Education teacher candidates to implement the practices learned throughout their coursework. While completing the internship in special education, teacher candidates are expected to demonstrate the qualities and dispositions of education professionals. Expectations of Teacher Candidates include:

- Learn and abide by school rules and norms
- Demonstrate dependability through attendance and punctuality
- Communicate concerns, questions, and issues appropriately and respectfully with school district personnel, mentor teachers, and university supervisor

- Understand role of intern as a learner and the opportunities to improve teaching practice with feedback and support
- Implement evidence-based/high-leverage practices in teaching and behavior management • Seek and apply feedback
- Demonstrate professional disposition (e.g., consider social media privacy settings, positive attitude, preparedness)
- Continuously reflect on teaching practice

- ALWAYS maintain student confidentiality

Public School Mentors

At a minimum – all Mentor Teachers must hold a standard teaching license in special education, have preferably taught for at least 3 years and successfully completed TESS training. ***Mentors must be approved cooperatively by the school administrators and the University of Arkansas program liaison***.

- Additionally, *mentors are selected* on the basis of their willingness to:
    - Participate in the instructional teams for the purpose of fostering professional development of interns.
    - Meet with University faculty to plan and implement field-based coursework and expectations.
    - Model effective instructional practices in order to maximize learning opportunities for teacher candidates.
    - Share models of lesson and unit plans.
    - Review lesson plans prior to teaching by the teacher candidates and provide feedback and suggestions.
    - Utilize evaluation tools to document teacher candidates progress and provide that data to teacher candidate and the members of the instructional team.
    - Provide feedback to the teacher candidates on a regular basis.
    - Participate in and/or plan training sessions offered to enhance skills in curriculum, instruction, mentoring, and supervision.
    - Promote communication between and among faculty at the public school and the University of Arkansas.

University Special Education Faculty/Internship Supervisors

- Understand concerns/ and realities of public schools.
- Facilitate/coordinate relationships between public school and the University of Arkansas. • Promote communication between public school and University faculty.
- Keep faculty informed of public school and cohort activities.
- Participate in partnership teams for the purpose of fostering professional development of interns.
- Meet with cohort partner school faculty to plan and implement field-based coursework and experiences.
- Schedule and conduct regular meetings of the team to make sure all required forms are

completed and sent to the appropriate persons.

- Establish a schedule and call team meetings.
- Ensure actions decided upon during meetings are carried out.
- Model effective instructional practices in order to maximize learning opportunities for interns. • Share models of lesson and unit plans.
- Review lesson plans and provide feedback to teacher candidates.

- Utilize evaluation tools to document intern progress and provide that data to interns and the members of the partnership team.
- Provide feedback to interns on a regular basis.
- Participate in and/or plan training sessions to enhance skills in curriculum, instruction, mentoring, and supervision.
- Provide training for mentor teachers.
- Participate in collaborative research projects when appropriate.
- Promote communication between partner school and University faculty.

SPED Teacher Candidate Seminar and Mentor Teacher Meetings

The program operates at its best when teacher candidates, mentors, university special education faculty and school administrators are in regular communication to share successes, challenges, questions and/or concerns. To facilitate this relationship, mentors, teacher candidates, and university supervisors participate in an initial meeting at the beginning of the internship, and meet regularly thereafter.

Seminar, Research Course, and SPED courses

Teacher candidates meet once a week for two classes – seminar and research Individual concerns, issues, and internship expectations are addressed in a small group setting during the seminar course. The research course has specific objectives to enhance candidate readiness for effective practice as a special educator

All teacher candidates:

(1) are required to attend these classes just as any other University class for which they register and receive credit;

(2) If teacher candidates should be acting as a substitute teacher in their current assigned classroom on seminar class day, it is the school's responsibility to arrange for coverage so that the teacher candidate will not miss class.

Mentor Teacher/University Faculty Meetings

University Special Education faculty member will meet with the mentor teacher a minimum of three times each semester. The purpose of these meetings is to address questions and concerns to assist interns in becoming effective teachers. Mentor teachers may have specific concerns or issues regarding an intern which may need to be addressed at other times. University faculty members are always available to meet in such situations. Mentor teachers and university faculty should both

understand how to contact each other regarding individual concerns.

Guidelines for the Internship

Introduction

The internship experience is an integral and vital part of the teacher education program. It is a full-time field experience that allows the teacher candidates to make further application of theoretical principles

of teaching and learning which have been formulated during an undergraduate studies program. It is the initial preparation program for future teachers.

The Special Education Teacher education program provides an opportunity to develop appropriate attitudes and understanding and to acquire knowledge, skills, and techniques under the guidance of an instructional team consisting of special education faculty, mentor teachers, and building administrators.

The internship begins with the school district calendar and ends the Thursday before Reading Day each semester. Teacher candidates will observe the holidays and other breaks in accordance with the public school calendar in which they are assigned.

Terminology

Teacher Candidate: University of Arkansas student participating in an internship in a public school setting.

Mentor Teacher: Classroom teacher who supervises internship.

University Faculty/Supervisor Member: University faculty member who acts as intermediary between the university and partnership school and works with the mentor teacher for purposes of evaluating the intern.

Length of Internship

Teacher candidates are assigned to two (2) rotations lasting approximately 18 weeks. Each rotation is divided into two integrated phases: observation/participation, and teaching. Teacher candidates observe and actively participate from the beginning of each rotation. Teacher candidates are expected to observe and note policy, procedures, routines, transitions, instructional strategies, and pedagogical style closely in order to be prepared for the teaching phase. Teacher candidates will gradually assume teaching responsibility until their solo teaching lasting a minimum of two weeks for each rotation.

The internship begins with the fall term of the partnership school and ends with University graduation. Teacher candidates report to the internship site with new teachers in August and follow the public school calendar the Thursday before Reading Day in May. Candidates are expected to keep a log of their daily internship-related activities (Appendix D).

Teacher candidates have the option for one placement to be at an alternative-type setting. This could include a site outside northwest Arkansas, including out of state and/or out of the country. A placement could also be in a charter or private school. All students should experience a variety of placements to ensure that they have experiences with students who exhibit a variety of disabilities and severity levels.

Evaluative Observations of Teacher Candidates

Education Faculty/Supervisor

A Special Education faculty/supervisor member will visit the teacher candidates during each rotation cycle. Advanis not necessary. Formal Observation, which will be announced, will occur at least three time(s) during each rotation. Following the observation, teacher candidates will receive written feedback on lesson planning, teachingand classroom management. Different components on the formative assessment sheet

(Appendix B) will be assessed during formal observations

Informal Observations, either announced or unannounced, could occur at any time during the placement. The university supervisor will complete the **End-of-Placement** evaluation (Appendix C) at the conclusion of the internship semester.

Mentor

The student's on-site mentor will complete a formative assessment sheet aligned with the TESS competencies (Appendix B) with written feedback based on formal and/or informal observation. An **End-of-Placement** evaluation (Appendix C) and an assessment of disposition (Appendix E) will be completed at the end of the internship by the mentor teacher.

If at any time the teacher candidate's on-site mentor has concerns about the teacher candidates, a joint meeting with the mentor, special education faculty member, and teacher candidate can be held.

Professionalism

Professionalism requires a high level of mature judgment concerning confidential matters. Student records and information relating to parents, school, staff, and administrative personnel are professional concerns. Confidential matter relating to either school activities or to teacher or pupil behaviors are **NOT** to be discussed with persons outside the professional experience. Some examples of confidential matters would include, but not be limited to, students' IQ scores, individual achievement test scores, psychological test information, or any other test results used to determine eligibility for special programs; names of students on free or reduced lunch; family information gained from parent teacher conferences or from student records; student conduct, behavior and/or discipline issues.

In addition to student/parent confidentiality by the teacher candidates, mentor teachers are also expected to maintain confidentiality regarding teacher candidates. Teacher candidates are not to be discussed with other faculty or students. If an issue arises, please consult Section IV (Procedure for Addressing the Problem of Weak or Challenged Interns.)

Portfolios

Teacher candidates must develop a professional portfolio that aligns with the Council for Exceptional Children Initial Preparation Standards and is assessed according to the rubric designed by the Special Education faculty. The portfolio will be completed and submitted prior to graduation in May.

Dispositions

In accordance with the state and national standards teacher candidates are assessed on their knowledge, disposition, and performance. Dispositions (Appendix E) are separate from scholarship or achievement criteria. Teacher candidates are expected to exhibit the following dispositions: 1.

Demonstrates Effective Oral Communication Skills
2. Demonstrates Effective Written Communication Skills
3. Demonstrates Professionalism
4. Demonstrates a Positive and Enthusiastic Attitude
5. Demonstrates Preparedness in Teaching and Learning
6. Exhibits an Appreciation of and Value for Cultural and Academic Diversity

12

7. Collaborates Effectively with Stakeholders
8. Demonstrates Self-Regulated Learner Behaviors/Takes Initiative
9. Exhibits Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability

13

Section IV

Policies and Procedures

Code of Ethics of the Education Profession

The College of Education and Health Professions professional education unit adheres to the Code of Ethics of the Education Profession as established by the National Education Association. Violation of these principles may result in probation, suspension, or dismissal of the internship. The full document of the Code of Ethics may be found https://www.nea.org/resource-library/code-ethics-educators
Principles I and II are described below:

Principle 1: Commitment to the Student
The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator –
Shall not unreasonably restrain the student from independent action in the pursuit of learning. Shall not unreasonably deny the student's access to varying points of view.
Shall not deliberately suppress or distort subject matter relevant to the student's progress.
Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
Shall not intentionally expose the student to embarrassment or disparagement. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly – (a) exclude any student from participation in any program, (b) deny benefits to any student, and (c) grant any advantage to any student.
Shall not use professional relationships with students for private advantage. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

1.

2.
3.
4.

5.
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7.
8.

Principle II: Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law. 7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Also supports Arkansas Code of Ethics established by the Arkansas Department of Education: https://dese.ade.arkansas.gov/Offices/educator-effectiveness/plsb-professional-ethicsdiscipline/code

of-ethics-for-arkansas-educators

Professionalism in Dress and Attitude

Professional dress and grooming are expected from all interns. *Each school district and school will have expectations, written and unwritten, about dress and professional behavior. Take time to review your school's handbook for faculty and students, seek information from your mentor teacher, and be observant.*

Promptness and Attendance

Promptness and regular attendance are a part of each teacher candidates' professional requirements. Adequate travel time should be allowed to arrive at the school assignment on time. Absences and tardiness may result in a grade of incomplete, failure, or dismissal from the program.

Teacher candidates are to be present every day, all day for the internship. Should an absence be necessary, teacher candidates must inform the mentor teacher, the partnership school, and university liaison prior to the assigned time of arrival at school. The preferred method of notification will be articulated at individual seminar meetings. Should it be necessary for teacher candidates to leave school they must communicate with the university liaison prior to departure. **Two late arrivals, two early departures, or a combination of the previous will be equal to one absence.**

A maximum of 5 absences per semester will be permitted. If for any reason the limit of 5 days is exceeded during one semester, the intern will be given an incomplete and will be required to repeat that semester during another year before being awarded a grade.

Teacher candidates are expected to attend any and all activities as mutually agreed upon by the partnership team. Attendance at regular faculty meetings is expected. In addition to teaching assignments, Teacher candidates are expected to assist mentor teachers in performing certain duties, including bus, lunch, and playground; sponsoring or helping with classroom parties, sponsoring special field trips or other projects, and participating in team projects. The commitment to teaching extends beyond the school day and often to weekends. Teacher candidates having campus or community commitments or job responsibilities that interfere with the quality of assigned work may be required to withdraw from the internship.

Attendance at professional meetings and conferences is beneficial and a critical part of professional development and professional behavior. Mentors should model participation in professional organizations through active membership and attendance at professional meetings. Meetings and conferences outside the immediate purview of the partnership school and district are offered and teacher candidates are encouraged to attend. Teacher candidates will be granted professional leave to attend conferences and will not be counted absent or otherwise penalized.

Teacher candidates are expected to establish meaningful relationships with parents and families. They should formally introduce themselves and explain their role through a written communiqué. Open communication should be established and maintained through notes, letters, phone calls, and visits with knowledge and approval of the partnership school.

Teacher candidates will attend all parent-teacher conferences which do not conflict with regularly

SPED university classes or seminar. A schedule of conferences will be set so that teacher candidates participate meaningfully. If teacher candidates rotate to a new placement prior to conference dates a schedule should be set that is most beneficial to all involved, parents, teachers, and teacher candidates. Teacher candidates are required to share information during these conferences that are pertinent to the student, such as results of their literacy case study and/or information they have gained through careful observation. The teacher candidates should gain insight by attending conferences which address all issues such as placement in special classes, retention, behavior modification, etc.

Teaching in the Absence of Certified Personnel

The academic University programs set their own guidelines for teaching in the absence of certified personnel. Please check with the Special Education faculty member to determine the specific guidelines to follow. The intern may substitute ONLY for their own current mentor teacher. Other absences in the building must be filled through other means.

Teacher candidates may be allowed to assume individual responsibility only if the following conditions are met:

- *The principal and other members of the partnership team approve the assignment. • The teacher candidate has already demonstrated the ability to successfully assume full teaching responsibilities.*
- *The teacher candidate is a strong teacher with effective classroom management skills.*
- *A member of the partnership team (or another designated contact person) is available for the teacher candidate to call on if necessary.*
- *The teacher candidate should substitute only in his/her assigned classroom. In the event of an emergency, the mentor teacher may be sent to cover a classroom.*
- *The teacher candidate <u>may not</u> supervise children on the playground without a certified teacher present.*
- *Teacher candidates <u>may not</u> administer medication, nor are they allowed to perform medical procedures such as cauterization or trachea cleaning.*
- *Attendance at class and seminar is mandatory even when interns are acting as a substitute teacher in his/her classroom.*
- *If their mentor teacher is out of the building, the teacher candidate will be paid for substitute teaching. If their mentor teacher remains in the building, the teacher candidate may substitute teach but will not be paid.*

Corporal Punishment

Corporal punishment is the responsibility of the public school district. The teacher candidate must not be given the responsibility to administer corporal punishment nor serve as a witness to corporal punishment.

Withdrawals

If it becomes necessary for a teacher candidate to withdraw from the internship, it is the responsibility of the teacher candidate to provide a written explanation to the mentor teacher and the university liaison. The teacher candidate is expected to follow standard University procedures to withdraw from school. In addition, a teacher candidate whose progress is considered unsatisfactory by the mentor

teacher and the university liaison, if applicable, may be withdrawn from the internship by the Associate Dean for Academic Affairs. Should the teacher candidate be permitted to re-enroll in an internship at a later date, they may be advised of additional course work and/or additional requirements necessary before being allowed to re-enroll. Re-enrolling in the internship is neither guaranteed nor automatic.

University of Arkansas Teacher Education Candidate Support System

The Teacher Education Program of the University of Arkansas seeks to support candidates as they progress through their programs. The mission of our Teacher Education program to prepare 1) knowledgeable, 2) skillful, 3) caring, and 4) professional educators. Our Candidate Support System seeks to identify and assist candidates. This system helps to clarify the rights and responsibilities of teacher candidacy.

Responsibilities

To be a professional educator today requires constant diligence as you work to develop essential skills, knowledge, performances, and dispositions. The University of Arkansas Teacher Education Faculty, administrators, mentors, and support staff look for signs of your growth in all these areas, whether it is in your coursework, your relationship to all the community members involved in your field experience, or your day-to-day actions with university personnel. You are responsible for becoming knowledgeable about the expectations of your professors, administrators, mentors, and support staff so that you can successfully move through the Teacher Education Program. In order to meet your responsibilities fully, you should maintain and check your UARK email account regularly so that you can receive timely updates. You should also monitor your progress through the program through your electronic portfolio (Taskstream) or other method determined by program, and keep updated on the requirements of the Teacher Education Program through the **teacher-education.uark.edu** web site.

Progressing Through the Teacher Education Program

Four Decision Points are established to mark your progression through the Teacher Education Program:

1. Admission to the University
2. Admission to the Teacher Education Program
3. Admission to Teaching Internship
4. Recommendation for Licensure

You may be delayed in moving through the Decision Points if you demonstrate concerns in meeting course or program standards. To help you correct such concerns, faculty or the Office of Teacher Education (OTE) may file a Notification of Concern (NOC), indicating how you can remedy the concern.

Only after the concerns are resolved may you expect to move forward in the program. Therefore, you have a responsibility to respond to an NOC and to initiate contact with the person who filed the NOC within the timeframe stated in the email.

Notification of Concerns

The electronic Notification of Concern (NOC) (APPENDIX A) process was developed to identify, assist, and monitor teaching candidates who exhibit issues that could prevent them from being successful professionals. Goals of the NOC are to:

· Identify and correct an issue early
· Support the teaching candidates in addressing issues

· Clarify procedures to be followed when students fail to correct the issue
· Provide systematic documentation and follow-up to support faculty, department heads, and advisors in addressing such issues

A NOC may be initiated by a faculty member or the OTE. It is the responsibility of the candidate to meet with the initiator to develop a plan for assistance. Each NOC will "flag" the candidate for support. If the concern is not resolved, there may be a second NOC initiated. When a candidate has had three unresolved NOCs, it will result in a meeting with the Teacher Candidate Professional Review Committee (TCPRC) and suspension or academic probation may be considered. An NOC is resolved once the candidate has fulfilled any action goals resulting from the NOC.

Rights to Appeal
As a teacher education candidate, you have the right of appeal in such matters as denial of admission to various levels of the teacher education program, issuance of an **NOC**, the decision to temporarily drop you from the program because of an unresolved **NOC**, or the process by which you have been suspended from the Teacher Education Program. Any matters that overlap those related to a college policy or procedure, or university Code of Student Life will be subject to the policies and procedures as defined by the college or university.

Appeals Procedures for the Teacher Education Program
All appeals must be submitted to the Office of Teacher Education (teach-ed@uark.edu) within the stated timeline. This includes an appeal of an NOC, entry into a teacher education program, or suspension from a teacher education program.

Entry to the Teacher Education Program
Admission to the Teacher Education Program is an honor that comes with responsibility and commitment. Any student who meets the admission requirements in full will be admitted to the Teacher Education Program, unless that student has an unresolved Notification of Concern (**NOC**). Any student who is denied admission because of a NOC can appeal that decision. This appeal must be given within 15 business days after the decision and the Teacher Candidate Professional Review Committee (TCPRC) would receive that appeal and render a decision within 30 business days of appeal receipt.

Academic Probation in the Teacher Education Program
If your required GPA drop below your program's prescribed GPA requirement, you will receive an email from your program and/or the Office of Teacher Education letting you know that you must see an

advisor to discuss ways to improve your performance. If the GPA does not improve by the next semester, a program committee will meet to decide if you will be allowed to stay in your program. In extraordinary situations (i.e. health concerns, family emergency), students can appeal to be allowed to continue for a maximum of one semester in the teacher education program even when they no longer meet the required GPAs. To appeal, contact the Office of Teacher Education. Please note that such appeals are only granted when circumstances beyond a candidate's control fully justify granting the appeal.

Suspension from the Teacher Education Program
If you are suspended from the Teacher Education Program for reasons other than an insufficient GPA, you may appeal this suspension. Suspensions for reasons other than GPA may be due to multiple and/or serious Notifications of Concern or extreme behaviors that threaten the safety of others. To appeal a suspension due to non-GPA related causes, you must submit a written request through the Office of Teacher Education, asking that the suspension decision be reviewed by the program. Your appeal must arrive within 15 business days of the date of the suspension notification. A decision upon your suspension will be made by the appropriate program within 15 business days of receipt of your appeal. Should the program's decision be unsatisfactory to you, you have 15 business days from the date of the decision to appeal to the Teacher Candidate Professional Review Committee (TCPRC). The TCPRC will render a final and binding decision regarding your appeal within 15 business days. Suspensions from the Teacher Education Program due to factors other than grades or GPAs are for a minimum of one year. Only the most extreme circumstances would warrant consideration for re admission before one calendar year has elapsed and is determined by the TCPRC. At the time of suspension, students are informed of the conditions and procedures for re-admission to the program.

Suspension from the Teacher Education Program
If you have multiple unresolved **Notification of Concerns** indicating significant concerns in meeting the standards for the Teacher Education Program, you will be considered for suspension from the Program. Suspension from the Program is determined by the TCPRC and is for a minimum of one calendar year. Only the most extreme circumstances would warrant consideration for re-admission before one calendar year has elapsed and is determined by the TCPRC. At the time of suspension, candidates are informed of the conditions and procedures for re-admission to the program.

Emergency Suspension
Any candidate may be suspended by a Teacher Education Program Coordinator for extreme, unforeseen circumstances such as endangerment of students, disruption of schools or classes, felonious behaviors, or ethical violations (i.e. Arkansas Code of Ethics, Code of Student Life). Such suspensions will be referred to the TCPRC for review and may become permanent.

Candidate Support System
It is the intent of the Candidate Support System to identify and assist candidates as they progress through the Teacher Education Program. This system helps to clarify the rights and responsibilities of teacher candidacy.

Dismissal Based on Unethical or Unprofessional Behaviors from Special Education Programs The University of Arkansas' teacher preparation programs adhere to the Code of Ethics of the Education Profession as established by the National Education Association as described in NEA Code of Ethics, Arkansas Division of Elementary and Secondary Education Code of Ethics, as well as discipline specific codes of ethics and standards found in program handbooks. Violation of these principles may result in probation, suspension, or dismissal of the internship as described:

Any incident of ethical misconduct or concern will be documented by the faculty member(s), discussed

directly with the student and their mentor, and referred to the program's coordinator or supervising faculty. It may also be reported to the Teacher Candidate Professional Review Committee.

The Teacher Candidate Professional Review Committee evaluates the concerns and recommends a course of action, which may range from a zero score on the academic and/or internship work, a failing grade for the course, probation, up to dismissal from a teacher education program.

Any candidate may be suspended by a Teacher Education Program Coordinator for extreme, unforeseen circumstances such as endangerment of students or others, disruption of schools or classes, felonious behaviors, or ethical violations (i.e. Arkansas Code of Ethics, Code of Student Life). Such suspensions will be referred to the Teacher Candidate Professional Review Committee for review and may become permanent.

The Program Coordinator, in consultation with the Teacher Education Professional Review Committee and the Dean's Office for Academic and Student Affairs in the College of Education and Health Professions, has the authority and responsibility to dismiss a student from the teacher education program for unethical or unprofessional behavior and/or not recommend the student for licensure. More detailed guidelines about the policies, supports, and other requirements are provided in the program's handbook, as well as on the Teacher Education Website or the Teacher Education Support page.

Students who have been dismissed on the basis of unethical or unprofessional conduct may appeal the decision following the procedures outlined under the Student Grievances and Appeals section of the Undergraduate Catalog of Studies.

Section V
Licensure and Employment

Licensure of Teachers and Other School Personnel

The State Board of Education issues the regulations governing the licensure of teachers in Arkansas. Upon completion of one of the teacher preparation programs in the College of Education and Health Professions (COEHP), the Bachelor of Education Special Education will be awarded. This is only one step leading to the recommendation by the certification officer at the University of Arkansas. Arkansas law specifies that each application for a teaching license or a request to add an additional endorsement area must be supported by the appropriate exam scores (Praxis II, Foundations of Reading) and program of study if required. All applicants must also complete a Teacher Record Check. Forms on which to make application for an Arkansas License may be obtained from the Arkansas Department of Education at (501) 682-4342 or Office of Teacher Education.

Arkansas Department of Education Licensure Contact Information and Procedures

Professional Licensure Contact Information
The Office of Professional Licensure of the Arkansas Department of Education issues licenses for pre school through Grade 12 teachers and administrators.

Office Hours: 8 a.m. to 4:30 p.m., Monday through Friday
Location: The office is located in Rooms 106B and 107B of the Arch Ford Education Building, 4 Capitol Mall, in Little Rock.
Mailing Address:
Arkansas Department of Elementary and Secondary Education
Professional Licensure
#4 State Capitol Mall
Room 106B or Room 107B
Little Rock, AR 72201
Telephone Number: 501-682-4342
Fax Number: 501-682-4898

Accessing Licensure Information

General licensure information on teachers and administrators may be accessed at the following Web site address: https://teacher-education.uark.edu/

SPECIAL NOTE: PLEASE FOLLOW THE STEPS LISTED BELOW TO ACCESS INFORMATION ON THE SITE.

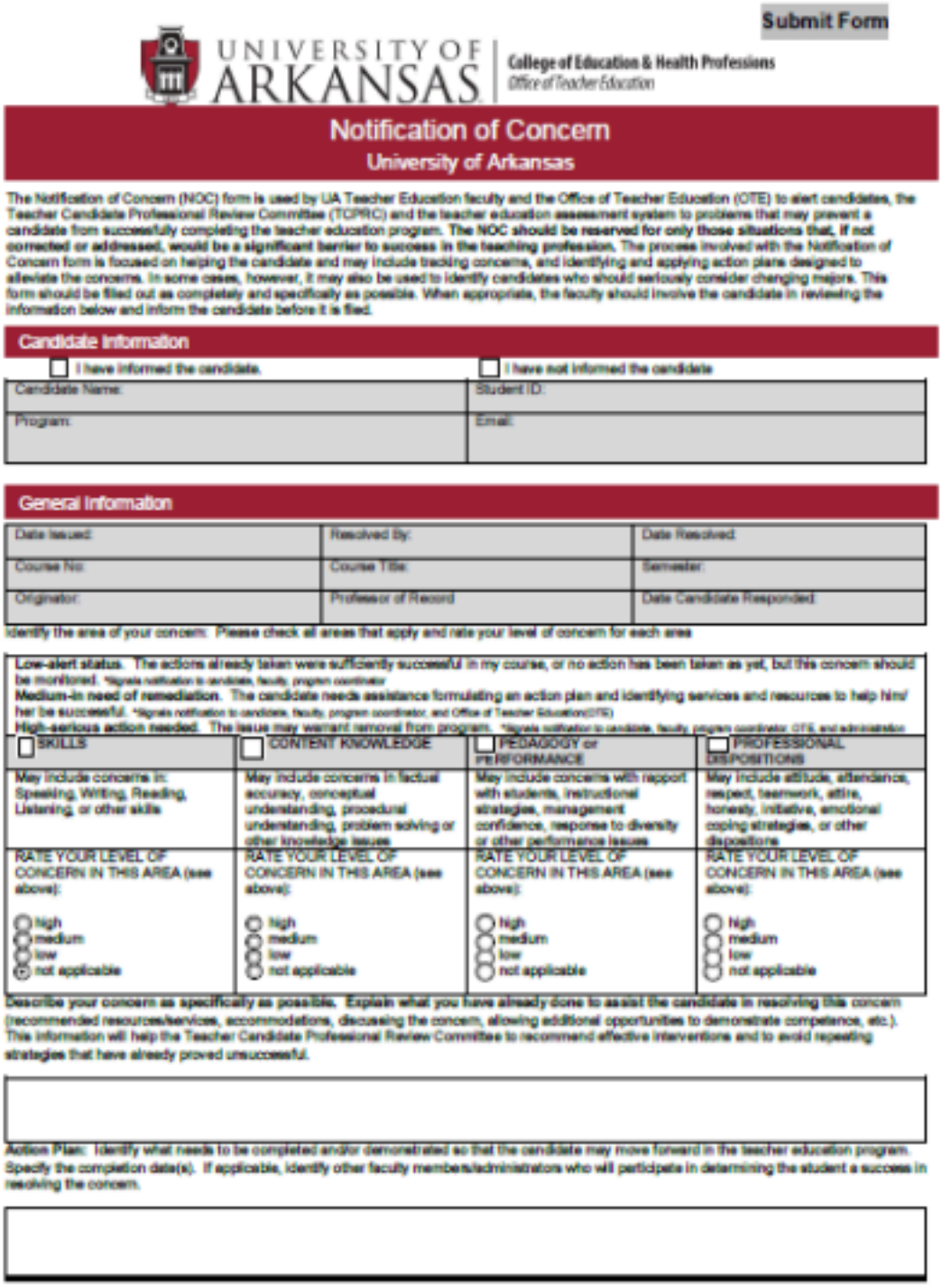
1. Enter the following for both the login and password: admin
2. Click on button marked "Login."
3. Click on ALPS: Arkansas Professional Licensure System.
4. Select the button next to the phrase "Applicant Search."

5. Click on button marked "Continue."
6. Enter the Social Security number of the teacher/administrator.
7. Click on the button marked "Search."
8. Select the button underneath the phrase "Select."
9. Click on button marked "PL Limited View."

Licensure in Other States

Usually, qualifying for a license in Arkansas facilitates licensure in another state. An application in another state must be made on the application form for the state which can be obtained by request from the state teacher certification office in the capital city. An official transcript should accompany the application. In many instances, the applications are referred to the preparing institution's certification officer to verify the completion of a program approved by the National Council for the Accreditation of Teacher Education.

APPENDIX A



Submit Form

UNIVERSITY OF ARKANSAS | College of Education & Health Professions
Office of Teacher Education

Notification of Concern
University of Arkansas

The Notification of Concern (NOC) form is used by UA Teacher Education faculty and the Office of Teacher Education (OTE) to alert candidates, the Teacher Candidate Professional Review Committee (TCPRC) and the teacher education assessment system to problems that may prevent a candidate from successfully completing the teacher education program. **The NOC should be reserved for only those situations that, if not corrected or addressed, would be a significant barrier to success in the teaching profession.** The process involved with the Notification of Concern form is focused on helping the candidate and may include tracking concerns, and identifying and applying action plans designed to alleviate the concerns. In some cases, however, it may also be used to identify candidates who should seriously consider changing majors. This form should be filled out as completely and specifically as possible. When appropriate, the faculty should involve the candidate in reviewing the information below and inform the candidate before it is filed.

Candidate Information

☐ I have informed the candidate. ☐ I have not informed the candidate

Candidate Name:	Student ID:
Program:	Email:

General Information

Date Issued:	Resolved By:	Date Resolved:
Course No:	Course Title:	Semester:
Originator:	Professor of Record:	Date Candidate Responded:

Identify the area of your concern. Please check all areas that apply and rate your level of concern for each area

Low-alert status. The actions already taken were sufficiently successful in my course, or no action has been taken as yet, but this concern should be monitored. *Signals notification to candidate, faculty, program coordinator
Medium-in need of remediation. The candidate needs assistance formulating an action plan and identifying services and resources to help him/her be successful. *Signals notification to candidate, faculty, program coordinator, and Office of Teacher Education(OTE)
High-serious action needed. The issue may warrant removal from program. *Signals notification to candidate, faculty, program coordinator, OTE, and administration

☐ SKILLS	☐ CONTENT KNOWLEDGE	☐ PEDAGOGY or PERFORMANCE	☐ PROFESSIONAL DISPOSITIONS
May include concerns in: Speaking, Writing, Reading, Listening, or other skills	May include concerns in factual accuracy, conceptual understanding, procedural understanding, problem solving or other knowledge issues	May include concerns with rapport with students, instructional strategies, management confidence, response to diversity or other performance issues	May include attitude, attendance, respect, teamwork, attire, honesty, initiative, emotional coping strategies, or other dispositions
RATE YOUR LEVEL OF CONCERN IN THIS AREA (see above): ○ high ○ medium ○ low ○ not applicable	RATE YOUR LEVEL OF CONCERN IN THIS AREA (see above): ○ high ○ medium ○ low ○ not applicable	RATE YOUR LEVEL OF CONCERN IN THIS AREA (see above): ○ high ○ medium ○ low ○ not applicable	RATE YOUR LEVEL OF CONCERN IN THIS AREA (see above): ○ high ○ medium ○ low ○ not applicable

Describe your concern as specifically as possible. Explain what you have already done to assist the candidate in resolving this concern (recommended resources/services, accommodations, discussing the concern, allowing additional opportunities to demonstrate competence, etc.). This information will help the Teacher Candidate Professional Review Committee to recommend effective interventions and to avoid repeating strategies that have already proved unsuccessful.

Action Plan: Identify what needs to be completed and/or demonstrated so that the candidate may move forward in the teacher education program. Specify the completion date(s). If applicable, identify other faculty members/administrators who will participate in determining the student's success in resolving the concern.

Appendix B

Formative Internship Assessment

Candidate Name_____ Mentor Name_____

		Administration Dates		
One	Two	Three	Four	Five

School_____ Grade Levels_____

Mentor Instructions: Please assess candidate progress across all domains (as applicable) at least six times each semester.

Domain I: Planning and Preparation

Component	1-Ineffective	2-Progressing	3-Effective
a. Knowledge of Content and Pedagogy (e.g., Lesson plans include modified instructional strategies that promote appropriate presentation of content and align with individual student strengths and needs. Lesson plans demonstrate knowledge of student prerequisite skills and anticipation of common student misconceptions related to content.)			
b. Knowledge of Students (e.g., Teacher demonstrates extensive knowledge of individual student abilities, disabilities, interests, cultural heritage, and developmental levels by customizing			

lesson plans to reflect unique student learning and behavior objectives)			
c. Instructional Outcomes (e.g., Instruction outcomes directly target IEP goals identified by all members of the IEP team.)			

d. Knowledge of Resources (e.g., Teacher uses instructional materials that are suitable for student acquisition of skills, promote student engagement, and are in good condition.)			
e. Coherent Instruction (e.g., Learning activities are individualized to support student acquisition, are aligned with student skill level, promote student engagement, and include intentional and organized individual or small group learning opportunities.)			
f. Student Assessment (e.g., Data are collected on all IEP goals in multiple formats with clear mastery criteria present. Evidence of assessing student prerequisite knowledge and skills.			

Domain 1 Comments:

26

Domain 2: Classroom Environment

Component	1-Ineffective	2-Progressing	3-Effective
g. Environment of Respect and Rapport (e.g., Teacher interactions are positive, friendly, and respectful of students' diverse backgrounds. Teacher provides direct instruction to students on target behaviors. Teacher individualizes response to target behaviors by awarding points, providing social praise.)			

h. Culture for Learning (e.g., Teacher demonstrates consistently high expectations. Teacher provides choices for task completion, gradually reduces prompting to promote independence, and uses positive behavior supports to promote appropriate student behavior.)			
i. Managing Classroom Procedures (e.g., Daily routines are predictable and teacher reviews the schedule for the day with the group. Students are observed gathering necessary materials and transitioning between activities independently. Students are on task and engaged throughout the instructional period.)			

j. Managing Student Behavior (e.g., Teacher works with students to establish rules for conduct during activities. Teacher has clear expectations that are modeled and reinforced. Teacher is observed prompting students to use appropriate behaviors.)			
k. Organizing Physical Space (e.g., Classroom environment is safe and arranged to promote different instructional grouping arrangements. Materials are stored or positioned so that they are accessible to all students.)			

Domain 2 Comments:

28

Domain 3: Instruction

Component	1-Ineffective	2-Progressing	3-Effective
l. Communicating with Students (e.g., Teacher provides specific and well constructed examples to promote behavior and learning expectations. Teacher models targets, addresses misunderstandings, and provides visual, audio, and other supports for students to complete assignments and activities.)			
m. Questioning and Discussion Techniques (e.g., Teacher asks questions that encourage student independent thinking and responding and are also appropriately aligned with student abilities. Teacher emphasizes functional and spontaneous communication. Teacher includes activities and strategies to promote peer-to-peer communication in multiple situations with multiple partners.)			
n. Engaging Students (e.g., Teacher incorporates various activities and student grouping to engage students in learning process. Teachers works to minimize distractions in the learning environment to maximize student engagement.)			

o. Assessing Instruction (e.g., Teacher conducts ongoing assessments throughout instruction with white boards or other response systems. Teacher uses data to inform instruction and determine if students are ready to move on or if the content should be revisited.)			
p. Flexibility & Responsiveness (e.g., Teacher creates individual routines and interventions to support student participation and learning. Teacher incorporates student interests into instruction and readily adjusts activities to meet student learning needs. Teacher provides immediate and frequent feedback.)			

Domain 3 Comments:

30

Domain 4: Professional Responsibilities

Component	1-Ineffective	2-Progressing	3-Effective
q. Reflecting on Teaching (e.g., Teacher demonstrates reflection by making notes on lesson plan, identifying the struggles students had with the content, and what changes would be made to future instruction. The teacher actively revises lesson plans to meet student needs.)			

r. Accurate Records (e.g., Teacher maintains accurate records of student progress, mastery, and generalization. Teacher has a comprehensive method for collecting and maintaining student records weekly, such as, a file folder, portfolio, digital spreadsheet. Teacher keeps records of communication with families.)			
s. Communicating with Families (e.g., Teacher communication is frequent, culturally sensitive, and individualized. Teacher collaborates with families to create materials for use at home, such as, visual schedules, social stories, etc. Teacher engages with families frequently by planning meetings, after school activities, and family workshops. Teacher			

includes families in all aspects of IEP development.)			
t. Professional Community Participation (e.g., Teacher takes an active role in school activities and takes leadership roles in such activities. Teacher fosters positive relationships with colleagues and provides colleagues with training and support for the implementation of effective strategies. Teacher participates in professional organizations and often takes an active role in such organizations.)			

u. Growing & Developing Professionally (e.g., Teacher provides feedback and coaching for peers and colleagues in order to support their implementation of evidence-based practices. Teacher participates in professional development activities locally and nationally, seeks to learn new strategies to meet student needs, and seeks feedback on the implementation of such strategies.)			
v. Showing Professionalism (e.g., Teacher demonstrates integrity and ethical conduct in interactions with colleagues, students, and supervisors. Teacher participates as an active decision maker in school policies and regulations in order to work as an			

advocate in the school and district for students with disabilities.)			

Domain 4 Comments:

APPENDIX C

University of Arkansas –End of Placement Evaluation

Date:_____School_____Grade Level_____

Intern:_____

Mentor/Evaluator:_____

Absences:_____Tardies:_____

Please place a number by each criterion and then add supporting evidence in the space provided below.

~~Domain 1 – Planning and Preparation~~

__ Demonstrating knowledge of content and pedagogy

__ Demonstrating knowledge of students
__ Setting instructional outcomes
__ Demonstrating knowledge of resources
__ Designing coherent instruction
__ Designing student assessments

Comments for Domain 1

Domain 2 – The Classroom Environment

__ Creating an environment of respect and rapport
__ Establishing a culture for learning
__ Managing classroom procedures
__ Managing student behavior
__ Organizing physical space

Comments for Domain 2

Domain 3 – Instruction

__ Communicating with students
__ Using questioning and discussion techniques
__ Engaging students in learning
__ Using assessment in instruction
__ Demonstrating flexibility and responsiveness

Comments for Domain 3

Domain 4 – Professional Responsibilities

__ Reflecting on teaching
__ Maintaining accurate records
__ Communicating with families
__ Participating in a professional community
__ Growing and developing professionally
__ Showing Professionalism

Comments for Domain 4

Appendix D

Intern Experience Log Week of_____

Use the following key to complete the chart below.
O = Observed T = Taught
t= taught using mentor's plan C = co-taught a lesson with the mentor teacher*

List day and time of lesson and describe how you participated.

Subject	Mon.	Tues.	Wed.	Thurs.	Fri.	Participation

*One way to co-teach is to divide a lesson into three parts: Introduction, body, and Conclusion. Let the intern do one or more parts while the mentor does the other(s). This is a good way to lead up to the teaching a full lesson, rather than going straight from observing to teaching a full lesson.

_____ _____ Intern
Signature Mentor-teacher Signature

Adapted from:
Pelletier, C.M. (1995). *A handbook of techniques and strategies for coaching student teachers.* Needham Heights, MA: Allyn and Baco

Appendix E

Educator Disposition Assessment

Name:_____Date:_____

Evaluator:_____

_

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

0-Needs Improvement: minimal evidence of understanding and commitment to the disposition 1-Developing: some evidence of understanding and commitment to the disposition 2-Meets Expectations: considerable evidence of understanding and commitment to the disposition

Disposition Associated Indicators

1. Demonstrates Effective Oral Communication Skills Needs Improvement 0		communication skills as evidenced by making *major* errors in language, grammar, and word choice	motivate students as evidenced by
□ Does not	consistently demonstrate professional oral	□ Does not vary oral communication to	

			□ Varies oral communication as evidenced by encouraging participatory behaviors
		professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors	
		□ Strives to vary oral communication as evidenced of some students demonstrating a lack of participation	
monotone voice with visible lack of student participation		**Meets Expectations 2**	
□ Choice of	vocabulary is **Developing 1**	□ Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment	
	□ Demonstrates		
	either too difficult		□ Communicates at an age appropriate level as evidenced by explaining content specific vocabulary
	or too simplistic □ Occasionally uses vocabulary that is either too difficult or too simplistic		

Disposition Associated Indicators

2.	**Demonstrates**	**Effective**	**Written**

Communication Skills
Needs Improvement 0

frequent common mistakes
Developing 1

☐ Demonstrates

☐ Communicates in tones that are harsh or negative as evidenced by fostering negative responses

☐ Demonstrates *major* spelling and grammar errors or demonstrates

☐ Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses

common errors in spelling and grammar
Meets Expectations 2

☐ Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses

☐ Demonstrates precise spelling and grammar

Disposition Associated Indicators

3. Demonstrates professionalism
Danielson: 4f; InTASC: 9(o)
Needs Improvement 0

☐ Does not respond to *communications* and does not submit all assignments

☐ Fails to exhibit punctuality and/or attendance
Developing 1

☐ Delayed response to *communications* and late submission of assignments

☐ Not consistently punctual and/or has
Meets Expectations 2

to *communications* and submits all assignments

☐ Consistently exhibits punctuality and attendance

☐ Crosses *major* boundaries of ethical standards of practice ☐ Divulges inappropriate *personal* life issues at the classroom/workplace as evidenced by

☐ Responds promptly

	uncomfortable responses from others ☐ Functions as a group member with no participation absences ☐ Crosses *minor* boundaries of ethical standards of practice ☐ Occasionally divulges *inappropriate* personal life issues into the classroom/workplace,	but this is kept to a minimum ☐ Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation ☐ Maintains professional boundaries of ethical	standards of practice ☐ Keeps *inappropriate* personal life issues out of classroom/workplace ☐ Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

Disposition Associated Indicators

4. Demonstrates a positive and enthusiastic attitude Marzano: 29 **Needs Improvement 0**	rarely offers solutions ☐ Resists change and appears offended when suggestions are made to try **Developing 1**	prompting	to proceed **Meets Expectations 2** ☐ Actively seeks solutions to problems without prompting or complaining
☐ Often complains when encountering problems and	☐ Seeks solutions to problems with new ideas/activities ☐ Demonstrates a flattened affect as evidenced by lack of	☐ May tentatively try new ideas/activities that are suggested yet is often unsure of how expressive gestures and vocal expressions ☐ Overlooks	☐ Tries new ideas/activities that are suggested opportunities to demonstrate positive affect

		appropriately positive affect with students as evidenced by verbal	and non-verbal cues
	☐ Demonstrates an		

Disposition Associated Indicators

5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p) **Needs Improvement 0**			some plans and most needed materials ☐ Aware that lesson is not working but does not know how to alter plans to adjust **Meets Expectations 2**
		☐ Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions	
☐ Rejects		☐ Reflection contains inaccuracies as	☐ Accepts constructive feedback as evidenced by implementation of feedback as needed
	inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve		☐ Learns and adjusts from experience and reflection as evidenced by improvements in performance
constructive feedback as evidenced by no implementation of feedback	☐ Comes to class unplanned and without needed materials		
☐ Possesses an	☐ Does not have awareness to alter lessons in progress **Developing 1**	evidenced by needing assistance for corrective measures of improvement	☐ Comes to class planned and with all needed materials ☐ Alters lessons in progress when needed as evidenced by ability
		☐ Comes to class with	

as evidenced by activating no changes when needed		to change plan mid lesson to overcome the deficits	
Disposition Associated Indicators			
	students **Developing 1**	*classroom* with zero	
6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q) **Needs Improvement 0**			□ Embraces all *diversities* as evidenced by implementing *inclusive activities and behaviors* with goals of *transcendence*
	□ Goes through the *expected and*		□ Creates a *safe classroom* with zero tolerance of negativity to others as evidenced by correcting *negative* student behaviors
□ Demonstrates inequitable embracement of all *diversities*		tolerance of *negative* behaviors towards others but needs further development in accomplishing this task **Meets Expectations 2**	
□ Is challenged to create a *safe classroom* as evidenced by ignoring *negative* behaviors by	*superficial motions* to embrace all *diversities*		
	□ Strives to build a *safe*		
Disposition Associated Indicators			
7. Collaborates	**effectively with stakeholders** Danielson:	4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n),	3(q), 7(o) **Needs Improvement 0**

			evidenced by providing considered responses and accepts majority consensus
	☐ Maintains a respectful tone in most circumstances but is not consistent		
☐ Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus			☐ Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others
☐ Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others			☐ Proactively shares teaching strategies as evidenced by productive collaboration
☐ Rarely collaborates or shares strategies and ideas even when prompted **Developing 1**		strategies as evidenced by some effort towards collaboration **Meets Expectations 2**	
	☐ Shares teaching		
☐ Demonstrates some flexibility		☐ Demonstrates flexibility as	

Disposition Associated Indicators

8.Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t) **Needs Improvement 0**	☐ Is unable to self correct own		

	Developing 1		**Meets Expectations 2**
weaknesses as evidenced by	□ Is beginning to not asking for support or overuse of requests for support	recognize own weaknesses and asks for support making evidenced by a lack of citations in work some effort to become involved in professional growth	□ Recognizes own weaknesses as evidenced by seeking solutions and effective teaching styles before asking for support
	□ Does not conduct appropriate research to guide the implementation of effective teaching as	□ Level of research needs further development to acquire fully and integrate resources leading to implementing different	□ Researches and implements most effective teaching styles as evidenced by citing works submitted

Disposition Associated Indicators

9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability		evidenced by overreacting to sensitive issues	**1**
Marzano: 37, 38		□ Does not demonstrate perseverance and resilience as evidenced by giving up easily	
Needs Improvement 0	□ Demonstrates immaturity and lack of self-regulation as	**Developing**	□ Demonstrates level of maturity to self–

regulate after initial response is one of overreaction to sensitive issues

□ Demonstrates perseverance and resilience most of the time

Meets Expectations 2

□ Demonstrates appropriate maturity and self regulation as evidenced by remaining calm when discussing sensitive issues

□ Demonstrates perseverance and resilience as evidenced by tenacious and determined ability to persist through tough situations

□ Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness

□ Demonstrates sensitivity to feelings of others most of the time

□ Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

AVERAGE COMPOSITE SCORE ACROSS NINE DISPOSITIONS:

COMMENTS: