

Exceptional Needs Practicum

Practicum Guide

2022-2023

University of Southern Indiana

Teacher Education Department

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# Overview

The purpose of the Exceptional Needs practicum in the Teacher License Addition in Exceptional Needs-Mild Intervention Program at the University of Southern Indiana is to provide the candidates with diverse, coherent, authentic, and sustained field-based opportunities to synthesize and apply the knowledge and skills necessary to assume the responsibilities of P-12 special education teachers-mild in educational institutions. Activities completed in the practicum are designed to provide evidence that candidates demonstrate the knowledge and skills identified by the Indiana Content Standards for Educators Exceptional Needs-Mild Standards 3-10, Council for Exceptional Children (CEC) Standards 1-7 and the Council for the Accreditation of Educator Preparation (CAEP) Standard A.1.

Candidates enroll in EDUC 521 or EDUC 522 for three credit hours during the last semester of the program. Candidates complete 50 clock hours, distributed over the semester, in field-based activities mentored by a university-based mentor and a site-based mentor. In most cases, candidates are placed in the school in which they are employed. However, at least one learning experience must be completed in a school and grade level that is different from the school in which they are employed. The external placement may be virtual.

# Placement Process

For practicum (EDUC 521/522) field experiences, sites are chosen based on the teacher candidates’ school of employment and two cooperating school outside of the place of employment. The practicum experiences associated with EDUC 521 are arranged in elementary schools (grades P-5) based on the teacher candidates place of employment. The practicum experiences associated with EDUC 522 are arranged in middle/high schools (grades 6-12) based on the teacher candidates place of employment. The EPP collaborates with building principals to select the site-based clinical educators (mentor teachers). In addition to being fully licensed in the subject area and grade level of the placement, a site-based clinical educator must be experienced and effective. This is usually interpreted to mean that site-based educators have at least two years of teaching experience and have received at least an effective rating on the most recent performance evaluation. In the event a clinical educator is not available at the candidates’ place of employment, the Director of Graduate Programs in Education in collaboration with the School District’s Director of Special Education and building principals will select an appropriate clinical educator (regional or district level special education coordinator).

In the practicum course (EDUC 521/522), the EPP collaborates with designated P12 central office personnel to match candidates with appropriate site-based clinical educators (mentor teachers). The Director of Graduate Programs in Education reviews each candidate’s current place of employment to determine the type of dual experience needed, e.g. place of employment is an elementary school, then a middle or high school and preschool placement will be sought. Cooperating schools outside of current graduate students’ employment with student populations exhibiting high racial and/or economic diversity are sought.

In the practicum courses (EDUC 521/522), the EPP-based clinical educators are assigned by the Director of Graduate Programs in Education based on content area and grade level of the placement. Prior to enrolling in EDUC 521/522, candidates will complete Placement Information and Explanation to Employer Form in Appendix A and submit the form to the Director of Graduate Programs in Education.

For the practicum field experiences (EDUC 521/522), the EPP-based clinical educator is responsible for communicating role expectations to the site-based clinical educators and the teacher candidates. All clinical educators and candidates are directed to USI’s Field Experience Handbook on the Teacher Education Department website (<https://www.usi.edu/science/teacher-education/student-resources/>).

At the conclusion of the field experience, candidates will evaluate both the site-based and EPP-based clinical educator. Survey results are reviewed by the Director of Graduate Programs in Education. The Clinical Educator Feedback Formis included in Appendix B.

# Mentor Qualifications and Responsibilities

The practicum experience is a partnership involving the candidate, a site-based mentor, and a university-based mentor. Mutual agreement of expectations is crucial.

Each school district has a mechanism for identifying mentor teachers.  In addition to being fully licensed in the subject area and grade level of the placement, a site-based clinical educator must be experienced and effective. This is usually interpreted in this phase to mean the mentor teacher has at least two years of teaching experience and has received at least an effective rating on the most recent performance evaluation.  The principal’s recommendation is also a requirement.  The EPP-based clinical educator (university supervisor) must have P12 teaching experience within the grade levels and in the content area of the placement.

The site-based mentor must be a fully licensed P12 Exceptional needs-Mild intervention teacher and must be experienced and effective. This is usually interpreted to mean that a site-based mentor has at least two years of teaching experience and has received at least an effective rating on the most recent performance evaluation. The site-based mentor:

* commits to the developing and mentoring of the candidate as an aspiring special education teacher, including providing professional guidance and support.
* regularly engages in reflective dialogue with the candidate and the university-based supervisor on the candidate’s progress.
* involves the candidate in significant relevant work, delegating responsibilities when possible.
* allows and encourages the candidate to extend talents and abilities beyond the current level of competence.
* collaborates with the university-based mentor in completing evaluations.

The university-based mentor is a full-time or part-time graduate faculty member who has P12 Exceptional needs-Mild intervention experience and/or holds (or has held) a P12 Exceptional needs-Mild Intervention license. The university-based mentor:

* the instructor of EDUC 521 or EDUC 522 and is therefore responsible for grading and maintaining materials and information in Blackboard and TK20.
* provides pertinent information to the candidate and the site-based mentor.
* provides useful, specific, and timely feedback regarding the candidate’s professional growth.
* communicates and meets regularly with the candidate and site-based mentors.
* collaborates with the site-based mentor in assessing the candidate’s work.

# Practicum Plan

Prior to the end of the first week of the practicum, the candidate collaborates with the site-based mentor and the university-based mentor to develop a practicum plan. Candidates must complete a minimum of 50 clock hours. The practicum plan includes a list of proposed activities with the following information about each proposed activity: (a) descriptive title, (b) site, (c) semester in which the activity will be completed, (d) estimated number of hours, (e) alignment with CEC Standards (Appendix C). At least one activity is completed at both the primary and secondary placements. The template below should be used in developing the plan.

The practicum plan must include the following activities, but are not limited to the following:

1. Create an Individualized Education Plan (IEP)
2. Attend and participate in at least one Case Conference (IEP Meeting)
3. Create a transition plan within an IEP
4. Attend training on state specific technology program for IEP development

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A picture containing drawing  Description automatically generated | | | | | | | | | | | |
| Practicum Plan | | | | | | | | | | | |
| Candidate’s Name: | | | | | Date: | | | | | | |
| Activity/Project | Site | Start Term | End  Term | Estimated Hours | CEC Standards | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Create an IEP | ABC School | Aug 2020 | Sept 2020 | 3 |  |  |  |  |  |  |  |
| Attend Case Conference Meeting | DEF School | Sept 2020 | Sept 2020 | 1 |  |  |  |  |  |  |  |
| Create a transition plan within an IEP | XYZ School | Oct 2020 | Dec 2020 | 3 |  |  |  |  |  |  |  |
| Attend training on state specific technology program for IEP development | ABC School | Aug 2020 | Dec 2020 | 8 |  |  |  |  |  |  |  |

The internship plan is submitted no later than the end of the first week of the term in which the candidate enrolls in EDUC 521/522. At the beginning of the practicum, the university-based mentor arranges a meeting that includes the site-based mentor and the candidate to review the plan and modify it if needed. These meetings may take place face-to-face or virtually. The candidate is responsible for submitting a modified plan, if needed. The university-based mentor is responsible for completing the rubric that assesses the plan.

Required activities include: (1) writing a compare/contrast narrative describing the profiles of the primary and the secondary placements and (2) writing a compare/contract reflection about an activity completed in both the primary and secondary placements.

# Progress Reports

At the completion of the practicum, candidates submit a practicum progress report to provide documentation of the hours devoted to practicum activities.

The format for the progress reports is included below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A picture containing drawing  Description automatically generated | | | | | |
| Practicum Progress Report | | | | | |
| Candidate’s Name: | | | | | Date: |
| Total Hours Completed Prior To This Report: | | | | | |
| Date | Time | Hours | Description of Activity | Reflections/Comments | |
|  |  |  |  |  | |
|  |  |  |  |  | |
|  |  |  |  |  | |
|  |  |  |  |  | |
| Total Hours Completed: | | | | | |

The progress report will be evaluated using the rubric below.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Unsatisfactory | Proficient | Exemplary |
| Progress | The candidate is behind schedule in completing the plan | The candidate is completing the plan as scheduled | The candidate is ahead of schedule in completing the plan |
| Reflections | The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about personal learning. | The reflection explains the candidate’s own thinking and learning. | The reflection explains the candidate’s own thinking and learning as well as implications for future learning. |

# Practicum Observation

The purpose of this assignment is to observe candidates teaching a lesson in a special education setting. Candidates will be observed a minimum of two times with at least one being a formal, evaluated observation. The candidate is responsible for coordinating the date and time with university-based mentor. The candidate must provide a completed lesson plan using the USI lesson template to the university-based mentor before the time of the observation. The candidate is responsible for scheduling a debriefing meeting after he or she teaches their observed lesson. The meeting may be done virtually or face to face. The meeting should occur within one week of the taught lesson.

# Graduate Student Performance Assessment

The Graduate student Performance Assessment (GSPA) is an assessment tool for graduate students to demonstrate ability (1) to plan instruction for a specific group of students, (2) to assess student learning, (3) to analyze the impact of instruction on student achievement, and (4) to reflect on planning, assessing, and analyzing student learning. The GSPA is completed by graduate students as an assignment in the mild intervention practicum course. The overall GSPA score determines 70% of the course grade. The assignment is comprised of three connected tasks submitted at intervals throughout the practicum semester. Tasks 1 through 3 are submitted individually as assignments through the TK20 interface.

# Disposition Assessment

At the completion of the practicum, the university-based mentor will complete the Teacher Candidate Disposition Inventory assessment. Professional Dispositions are defined as “The habits of professional action and moral commitments that underlie an educator’s performance” (InTASC Model Core Teaching Standards, p. 6). Teacher candidates are rated with respect to their level of acceptable behavior or their deviation from it. A rating of *Not Observed* would be chosen for a student who has not had an opportunity to exhibit that behavior. Therefore, no positive or negative rating can be assigned to that disposition. The Teacher Candidate Disposition Inventory can be reviewed in Appendix D.

# Appendix A Placement Information and Explanation to Employer Form

|  |  |
| --- | --- |
| A picture containing drawing  Description automatically generated  **TEACHER LICENSE ADDITION IN P-12 EXCEPTIONAL NEEDS-MILD INTERVENTION**  **EXCEPTIONAL NEEDS-MILD INTERVENTION PRACTICUM**  **PLACEMENT INFORMATION AND EXPLANATION TO EMPLOYER** | |
|  | |
| Candidate’s Name |  |
| Primary Placement Site |  |
| Site-Based Mentor Name |  |
| Site-Based Mentor Position |  |
| Site-Based Mentor Email |  |
| University-Based Mentor Name |  |
| University-Based Mentor Email |  |
| The above-named individual is enrolled in the Teacher License Addition in Exceptional Needs-Mild Intervention program at the University of Southern Indiana. The program requires that the individual complete a practicum, performing duties of a special education teacher in an educational context. The candidate is expected to devote at least 50 hours to practicum activities over one semester. In general, activities should not interfere with the candidate’s job responsibilities. The candidate and assigned mentors will develop a plan that will be shared with the candidate’s employer. Any deviation from the candidate’s current work schedule will occur only with the employer’s permission. Information about the practicum placement and the practicum mentors is provided above. Questions may be sent to the university-based mentor listed above. | |
|  | |

# Appendix B Exploration and Analysis Phase Clinical Educator Feedback Form

**University of Southern Indiana**

**Teacher Education Department**

**Clinical Educator Feedback**

**USI Clinical Educator/P12 Clinical Educator Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Completed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Site:** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Person Completing this Form:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Respond to each statement below.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Agree  4 | Agree  3 | Disagree  2 | Strongly Disagree  1 | Does not Apply  N/A |
| Observations were done regularly |  |  |  |  |  |
| Feedback was descriptive, objective, and helpful |  |  |  |  |  |
| Feedback was provided in a timely manner |  |  |  |  |  |
| Assistance was provided when needed or requested |  |  |  |  |  |
| Problems or needed changes were addressed |  |  |  |  |  |

# Appendix C 2020 Initial Practice-Based Professional Preparation Standards for Special Educators

Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines

Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

|  |  |
| --- | --- |
| 1.1 | Candidates practice within ethical guidelines and legal policies and procedures. |
| 1.2 | Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds. |
| 1.3 | Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices. |

Standard 2: Understanding and Addressing Each Individual’s Developmental and Learning Needs

Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual’s strengths and needs.

|  |  |
| --- | --- |
| 2.1 | Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities. |
| 2.2 | Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments. |

Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge

Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

|  |  |
| --- | --- |
| 3.1 | Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities. |
| 3.2 | Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives. |

Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making

Candidates assess students’ learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students’ eligibility determination, communicate students’ progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

|  |  |
| --- | --- |
| 4.1 | Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities. |
| 4.2 | Candidates develop, select, administer, and interpret multiple, formal, and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services. |
| 4.3 | Candidates assess, collaboratively analyze, interpret, and communicate students’ progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction. |

Standard 5: Supporting Learning Using Effective Instruction

Candidates use knowledge of individuals’ development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

|  |  |
| --- | --- |
| 5.1 | Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual. |
| 5.2 | Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self‐regulation of student learning. |
| 5.3 | Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning. |
| 5.4 | Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group. |
| 5.5 | Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual. |
| 5.6 | Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual. |

Standard 6: Supporting Social, Emotional, and Behavioral Growth

Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

|  |  |
| --- | --- |
| 6.1 | Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities. |
| 6.2 | Candidates use a range of preventive and responsive practices documented as effective to support individuals’ social, emotional, and educational well-being. |
| 6.3 | Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments. |

Standard 7: Collaborating with Team Members

Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

|  |  |
| --- | --- |
| 7.1 | Candidates utilize communication, group facilitation, and problem–solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students’ instructional and behavioral needs. |
| 7.2 | Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families. |
| 7.3 | Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families. |
| 7.4 | Candidates work with and mentor paraprofessionals in the paraprofessionals’ role of supporting the education of individuals with exceptionalities and their families. |

# Appendix D Teacher Candidate Disposition Inventory

Professional Dispositions are defined as “The habits of professional action and moral commitments that underlie an educator’s performance” (InTASC Model Core Teaching Standards, p. 6). Please remember that teacher candidates are rated with respect to their level of acceptable behavior or their deviation from it. A rating of ***Not Observed***would be chosen for a student who has not had an opportunity to exhibit that behavior. Therefore, no positive or negative rating can be assigned to that disposition. This inventory is aligned to the Council for the Accreditation of Educator Preparation (CAEP) Standard A.1.1.5.

**The teacher candidate demonstrates a commitment to the teaching profession and adheres to continuous development as a professional. The teacher candidate:**

| **The teacher candidate demonstrates a commitment to the teaching profession and adheres to continuous development as a professional. The teacher candidate:** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | **Strongly Disagree (SD)** | **Disagree (D)** | **Agree (A)** | **Strongly Agree (SA)** | **Not Observed (N)** |
| **1. Demonstrates respect for cultural differences and beliefs \*** | **The teacher candidate demonstrates a commitment to the teaching profession and adheres to continuous development as a professional. The teacher candidate:** 1. Demonstrates respect for cultural differences and beliefs Strongly Disagree (SD) | Disagree (D) | Agree (A) | Strongly Agree (SA) | Not Observed (N) |
| **2. Demonstrates compassion for those experiencing difficulty \*** | 2. Demonstrates compassion for those experiencing difficulty Strongly Disagree (SD) | Disagree (D) | Agree (A) | Strongly Agree (SA) | Not Observed (N) |
| **3. Demonstrates patience during the learning process \*** | 3. Demonstrates patience during the learning process Strongly Disagree (SD) | Disagree (D) | Agree (A) | Strongly Agree (SA) | Not Observed (N) |
| **4. Maintains appropriate confidentiality \*** | 4. Maintains appropriate confidentiality Strongly Disagree (SD) | Disagree (D) | Agree (A) | Strongly Agree (SA) | Not Observed (N) |
| **5. Demonstrates high expectations for self and others \*** | 5. Demonstrates high expectations for self and others Strongly Disagree (SD) | Disagree (D) | Agree (A) | Strongly Agree (SA) | Not Observed (N) |
| **6. Demonstrates effective collaboration skills \*** | 6. Demonstrates effective collaboration skills Strongly Disagree (SD) | Disagree (D) | Agree (A) | Strongly Agree (SA) | Not Observed (N) |
| **7. Addresses issues of concern professionally \*** | 7. Addresses issues of concern professionally Strongly Disagree (SD) | Disagree (D) | Agree (A) | Strongly Agree (SA) | Not Observed (N) |
| **8. Demonstrates flexibility during the learning process \*** | 8. Demonstrates flexibility during the learning process Strongly Disagree (SD) | Disagree (D) | Agree (A) | Strongly Agree (SA) | Not Observed (N) |
| **9. Maintains professional appearance \*** | 9. Maintains professional appearance Strongly Disagree (SD) | Disagree (D) | Agree (A) | Strongly Agree (SA) | Not Observed (N) |
| **10. Is prepared for class or appointments \*** | 10. Is prepared for class or appointments Strongly Disagree (SD) | Disagree (D) | Agree (A) | Strongly Agree (SA) | Not Observed (N) |
| **11. Is punctual for class or appointments \*** | 11. Is punctual for class or appointments Strongly Disagree (SD) | Disagree (D) | Agree (A) | Strongly Agree (SA) | Not Observed (N) |
| **12. Seeks help when needed \*** | 12. Seeks help when needed Strongly Disagree (SD) | Disagree (D) | Agree (A) | Strongly Agree (SA) | Not Observed (N) |
| **13. Actively seeks out new information and innovative teaching strategies \*** | 13. Actively seeks out new information and innovative teaching strategies Strongly Disagree (SD) | Disagree (D) | Agree (A) | Strongly Agree (SA) | Not Observed (N) |
| **14. Demonstrates reflective practice in written or verbal form \*** | 14. Demonstrates reflective practice in written or verbal form Strongly Disagree (SD) | Disagree (D) | Agree (A) | Strongly Agree (SA) | Not Observed (N) |
| **15. Responds positively to constructive criticism \*** | 15. Responds positively to constructive criticism Strongly Disagree (SD) | Disagree (D) | Agree (A) | Strongly Agree (SA) | Not Observed (N) |
| **16. Demonstrates compliance with laws/regulations/ policies/standards \*** | 16. Demonstrates compliance with laws/regulations/ policies/standards Strongly Disagree (SD) | Disagree (D) | Agree (A) | Strongly Agree (SA) | Not Observed (N) |
| **17. Demonstrates academic integrity \*** | 17. Demonstrates academic integrity Strongly Disagree (SD) | Disagree (D) | Agree (A) | Strongly Agree (SA) | Not Observed (N) |
| **18. Demonstrates effective communication in written or verbal form \*** | 18. Demonstrates effective communication in written or verbal form Strongly Disagree (SD) | Disagree (D) | Agree (A) | Strongly Agree (SA) | Not Observed (N) |
| **19. Demonstrates appropriate use of technology during meetings and/or class \*** | 19. Demonstrates appropriate use of technology during meetings and/or class Strongly Disagree (SD) | Disagree (D) | Agree (A) | Strongly Agree (SA) | Not Observed (N) |

**Explanation of dispositions marked “Disagree” or "Strongly Disagree."**



Individual Completing the Form (printed)\*

