

# University of Arkansas

*Educator Preparation Provider*



UNIVERSITY OF  
ARKANSAS

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COLLEGE OF EDUCATION  
& HEALTH PROFESSIONS

## **Bachelor of Arts in Teaching (BAT) Education Handbook**

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## **SECTION I: Mission, Goals, and Standards**

### **University of Arkansas: Mission, Vision, and Guiding Priorities**

The University of Arkansas is determined to build a better world by providing transformational opportunities and skills, promoting an inclusive and diverse culture, nurturing creativity, and solving problems through research and discovery, all in service to Arkansas.

The eight institutional guiding priorities for the University of Arkansas are:

- Advancing Student Success
- Building a Collaborative and Innovative Campus
- Enhancing Our Research and Discovery Mission
- Enriching Campus Diversity and Inclusion
- Investing in Faculty Excellence
- Promoting Innovation in Teaching and Learning
- Reaffirming our Land-grant and Flagship Responsibilities
- Strengthening Graduate Education

<https://www.uark.edu/strategic-plan/>

### **College of Education and Health Professions: Mission and Goals**

The mission of the College of Education and Health Professions is to enhance the quality of life of the citizens of Arkansas, the nation, and the world through the development of the scholar-practitioners in education, health, and human services.

As preparers of future professionals, the College of Education and Health Professions is committed to fostering an environment of inclusivity and diversity. Diversity refers to all the ways in which people differ, including primary characteristics, such as age, race, gender, ethnicity, mental and physical abilities, and sexual orientation; and secondary characteristics such as education, income, religion — or the absence thereof — and spiritual traditions, work experience, language skills, geographic location, and family status. We respect one's right to self-identify and hold ourselves responsible for promoting access and equity to enhance the learning and development among all students, faculty and staff.

The goals of the College of Education and Health Professions are as follows:

- Strengthen the academic quality and reputation of the COEHP by development and enhancing programs of excellence in teaching, research and service;
- Improve the quality and diversity of our students, faculty and staff.
- Generate increased private and public support for the college's research, academic and service initiatives. (College of Education and Health Professions Strategic Plan, 2016)

## **U of A Educator Preparation Provider (EPP): Philosophy, Goals, and Standards**

The vision of the U of A Teacher Education is to be a leader in the preparation of educational professionals based on essential knowledge, evolving technology, research findings, and reflective practice in a diverse and dynamic global society. The University of Arkansas graduates are prepared to become: 1) Knowledgeable, 2) Skillful, 3) Caring, and 4) Professional educators in diverse educational settings who can balance the needs and aspirations of each learner with the expectations of an increasingly complex and technological society.

The philosophy of the EPP is based on a set of beliefs which guide faculty in program development:

- Educational strategies recognize that teaching and learning are dynamic and developmental in processes.
- The curriculum reflects contemporary knowledge-bases.
- Diversity in practices, faculty, and students is a hallmark of exemplary educational programs.
- Exemplary programs are responsive to changes in educational systems.
- Professional standards and ethical principles direct practice.
- Best practices guide and serve as models for the faculty and students.
- Continuous assessment is essential to an effective professional education program.
- Technology should be used when appropriate to support learning.

The preceding philosophy provides the foundation for the goals for the EPP. These goal statements reflect the importance of a commitment to organize knowledge-bases and philosophies; to conduct inquiry and research; to operationalize this framework in course development and student interactions; to guide faculty development; and to assess the outcomes of the unit.

The goals are:

- To conduct courses that reflect the understanding of teaching and learning as dynamic processes.
- To attract and retain diverse faculty and students.
- To incorporate a variety of teaching methods and models into the curriculum.
- To design the curriculum based on developmental perspective.
- To offer a curriculum that incorporates contemporary findings about educational systems.
- To recruit and retain faculty who are knowledgeable about their fields and regular contributors to the knowledgebase.
- To explicate professional standards and principles for each program of the unit.
- To identify and model best practices in each program;
- To utilize technology as a curriculum tool;
- To provide a variety of learning experiences that will ensure interns develop an appreciation for diverse populations and educational settings.

Graduates from the University of Arkansas are expected to be scholar-practitioners who advocate for the learning of all children in diverse settings. Proficiencies reflect the knowledge, skills, and dispositions identified by specialized professional associations (SPAs), CAEP, InTASC, and criteria found in the Teacher Excellence & Support System based on the Danielson framework designed by Arkansas Department of Elementary and Secondary Education. The overarching goal of the EPP is to offer effective, academically rigorous preparatory programs for future educators as scholar-practitioners who advocate for the learning of all children. Professional educators are prepared for teaching, administration, counseling, and other school professions. The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring and supportive of students, families, school staff and the community; and a professional who continues to learn and who embodies ethical behavior.

- **Knowledgeable.** Professional educators must possess general knowledge, content knowledge, pedagogical knowledge, and professional knowledge to be effective. They must know how to access, use, and generate knowledge. In order to be current, they must be inquiring and up to date on new knowledge in their content, pedagogy, and school systems.
- **Skillful.** This includes the pedagogy required to be an effective teacher, administrator, or other school professional. Aspects of a skillful teacher are planning, implementing, and modeling best practices including best technology practices.
- **Caring.** Creating a caring learning environment for all students and communicating that the educator is there to support student learning is another vital aspect of our graduates. This includes being caring, supportive, and responsive to the diverse backgrounds our students bring to the classroom and school. The ability to communicate and collaborate with groups of colleagues and others who contribute to the student's education such as families and communities is also essential.
- **Professional.** As scholars, candidates are expected to continue to inquire and seek to improve their practice. Candidates also participate in professional communities. This involves staying current with educational research and working with appropriate professional organizations to better the professions. The professional candidates demonstrate ethical behavior in all aspects of their multi-faceted career.

### **Partnerships: Mission, Beliefs, and Criteria**

Partnerships are formed with a mutually beneficial agreement among various partners in which all participating members engage in and contribute to goals for the preparation of education professionals. This may include examples such as pipeline initiatives, Professional Development Schools, and partner networks.

<http://caepnet.org/standards/standard-2/components>

#### **Mission**

The University of Arkansas, Fayetteville, EPP in partnership with public schools collaboratively creates and maintains intensive field-based degree programs which produce highly qualified educators capable of enhancing the learning of all youth.

#### **Beliefs**

- Highly qualified educators teach K-12 students.
- Everyone is both a teacher and a learner.
- Teacher education programs are beneficial to all participants.
- Teacher education programs reflect a diversity of people, perspectives, ideas and experiences.
- Teacher education programs operate at the intersection of research and practice.
- Learning occurs in meaningful contexts through ongoing observations, and meaningful, reflective feedback.
- Communication is the key to successful collaboration.
- Flexibility is the key to innovation.

#### **Criteria**

“The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.” (CAEP 2.3)

## CAEP Standards

Standards that outline what completers graduating from an Educator Preparation Program should know and be able to do by the end of their preparation program are set forth by the Council for the Accreditation of Educator Preparation (CAEP) as followed

### STANDARD 1 – Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

### STANDARD 2 – Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

### STANDARD 3 – Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

### STANDARD 4 – Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

### STANDARD 5 – Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

*For further components and supporting statements visit <http://caepnet.org/>*

**SECTION II: Description and Commonalities Licensure Degree Plans**  
*Bachelor of Arts in Teaching: English, French, German, Spanish, Social Studies*

The Bachelor of Arts in Teaching programs of study in English Education, French Education, German Education, Spanish Education, and Social Studies Education in the College of Education and Health Professions are the initial licensure plans for 7-12 (English and Social Studies) and K-12 (Foreign Language) teachers. Students in the program may also earn a concurrent Bachelor of Arts degree in their content areas of study: English, French, German, Spanish, History. Students enroll in the program as Pre-BAT freshmen. Students apply for full BAT admission to the program in the spring of their sophomore year.

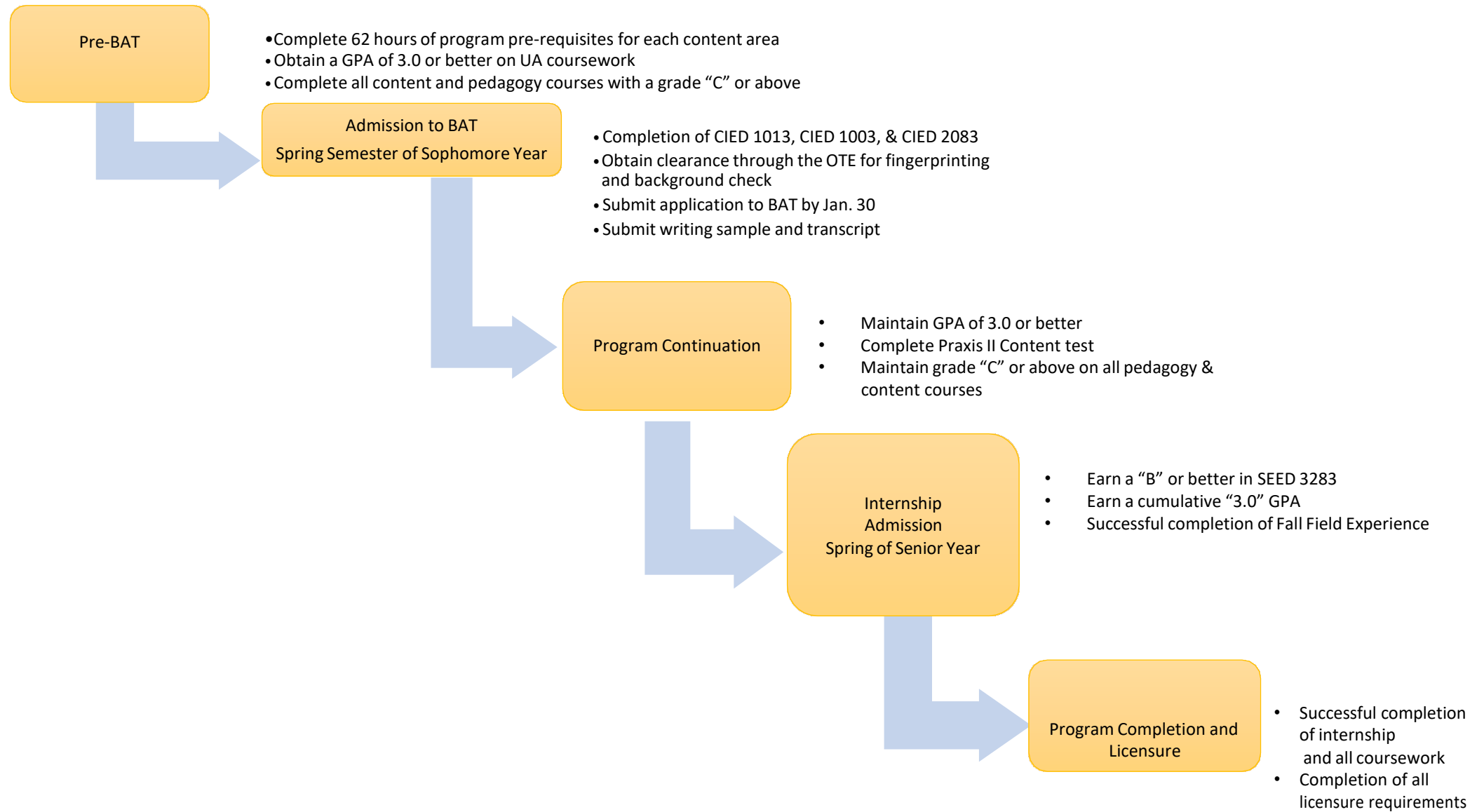
**Admission and Continuation in the Program**

Students are admitted into the BAT once they have completed 62 hours (four semesters) of program pre-requisites for each content area with a minimum of 3.0 GPA and a grade of “C” or better in their content and pedagogy courses. Applications are due January 30 of the sophomore year. Students complete an application that includes a statement of purpose, a writing sample from a content course, transcript(s) of coursework, and a clearance letter from the Office of Teacher Education for background checks and fingerprinting.

In order to continue in the program, students must maintain a cumulative GPA of 3.0 or better. All pedagogy and content courses must have a grade “C” or better, and students must submit passing scores on the content Praxis II in the Fall of their senior year.

For admission to CIED 4285: Internship, students must earn a grade “B” or better in SEED 3283: Practicum, maintain a 3.0 GPA, submit passing scores for the Praxis II content area test, and successfully complete an admission interview with BAT faculty during Fall of their senior year.





FLOW CHART FOR BAT 2021

# Junior Year and Senior Year

Fall Junior Year	Spring Junior Year
9 hours content courses	9 hours content courses
	SEED 4022 Classroom Management
	CIED 3033 Classroom Learning Theory
	1 Three-hour Elective
15 hours	17 hours

Fall Senior Year	Spring Senior Year
9 hours content courses	CIED 4023--online
SEED 3283 Practicum—30 hours in schools	Methods Two 3 hours
Methods One 3 hours	CIED 4285 Internship 5 hours—M-F all day
15 hours	11 hours

## Terminology

In the U of A teacher preparation program, some common terms are:

<b>EPP</b>	Education Preparation Program
<b>Field Placement</b>	An observation, practicum, or internship placement in a school setting.
<b>Intern</b>	University of Arkansas student participating in the Spring Internship course (CIED 4285)
<b>Mentor Teacher</b>	Classroom teacher who supervises an observation, practicum, or internship placement.
<b>Partnership Team</b>	Licensed school mentors and administrators from each partner school and a liaison from the University of Arkansas
<b>Program Liaison</b>	University faculty member who directs the education preparation program (B.A.T.) and acts as intermediary between the Office of Teacher Education, the programs of study, and the partnership schools.
<b>Teacher Candidate</b>	University of Arkansas student admitted to a teacher preparation program
<b>TESS</b>	Arkansas Teacher Excellence Support System. Arkansas Education Law [Act 1209 of 2011; Act 709 of 2013] requires all districts in the state to implement a new educator evaluation system. Our EPP uses the Framework for Teaching Rubric to evaluate candidates teaching. (See Appendix )
<b>University Liaison*</b>	A university faculty who acts as an intermediary between university and partnership school.
<b>University Supervisor*</b>	A university faculty who observes, assesses, and provides feedback to students in their field experiences.
	*These responsibilities may be performed by the same person.

### Partnership Team: Composition, Roles, and Responsibilities

Each partnership school team consists of licensed public school mentors and administrators and a liaison from the Educator Preparation Provider of the University of Arkansas.

#### Suggested Roles and Responsibilities of the Partnership Team

- Determine procedures for communication with team members.
- Plan and implement field experiences.
- Monitor and support progress of interns.
- Assist interns in planning for observations and teaching experiences.
- Support interns 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 interns.
- 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.

#### Public School Mentors

The Office of Teacher Education Director of Field Experience assists with placing students in partnership schools by working with administrators in the designated schools. Mentors must be approved cooperatively by the partnership school

administrator(s) and the University of Arkansas program coordinator and content specialist. Mentors are selected on the basis of their willingness to:

- Participate on the instructional teams for the purpose of fostering professional development of interns.
- Model participation in professional organizations through active membership and attendance at professional meetings.
- Meet with university faculty to plan and implement field-based coursework and expectations.
- Model effective instructional practices in order to maximize learning opportunities for interns.
- Share models of lesson and unit plans.
- Review lesson plans prior to teaching by the interns and provide feedback and suggestions.
- Utilize evaluation tools to document interns' progress and provide that data to interns and the members of the instructional team.
- Provide feedback to the interns on a regular basis.
- Participate in and/or plan professional development 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.

**A potential mentor for *full-time internship* placements will:**

- Have expressed a desire to serve as a full-time internship mentor.
- Have met the minimum of three years teaching experience.
- Have received an effective or higher rating in their latest TESS performance review.
- Have been recommended by an administrator based on demonstrated positive impact on P-12 students' learning and development.
- Communicate with designated UA faculty/staff to provide constructive written feedback when requested.
- Complete ongoing formative and summative assessments of interns in a timely fashion.
- Relinquish/share control of classroom and class curriculum with teacher candidate when appropriate.
- Allow teacher candidates to implement new methodologies in class.
- Allow teacher candidates to design and teach necessary lessons/units (logistics planned in cooperation with the mentor).
- Participate in annual mentor teacher training offered by the University of Arkansas.

*Additional preferred qualifications*

- Have earned a master's degree in content area.
- Be involved in multiple facets of curricular and extracurricular school life.
- Be involved in professional organizations and associations.

**University Liaison**

The University liaison/supervisor will:

- Act as liaison between content area mentors and teacher candidates as needed.
- Model effective instructional practices in order to maximize learning opportunities for teacher candidates.
- Review lesson plans and provide feedback to teacher candidates.
- Utilize evaluation tools to document candidate progress and provide that data to teacher candidates and the members of the partnership team.
- Provide feedback to teacher candidates on a regular basis.
- Schedule at least two (2) informal observations per semester for each teacher candidate.
- Schedule at least one (1) formal observation per semester for each teacher candidate.

- Schedule meetings among teacher candidate, mentor teacher, and other school administration as warranted by the performance of the teacher candidate.
- Maintain communication among teacher candidate and mentor teacher as warranted by the performance of the candidate.

### **Clinical Experiences Overview**

The clinical experience is an integral and vital part of the B.A.T. program of study. The clinical experience has two components: the fall practicum and the spring internship. The fall practicum consists of 30 hours of observation and coursework in partner schools. The spring internship is a full-time field experience that allows students to make further application of theoretical principles of teaching and learning. The B.A.T. is an initial preparation program for future teachers. It is an opportunity to develop appropriate attitudes and understanding and to acquire the knowledge, skills, and techniques under the guidance of an instructional team consisting of University faculty, liaisons, mentor teachers, and the building principal.

### **Length of Internship**

Teacher candidates are assigned into rotations lasting between 7 and 8 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 for each rotation. Rotations should occur in such a way as to observe in two grade spans: junior and senior high (7-12).

The internship begins with the spring term of the partnership school and ends with University graduation. Teacher candidates report to the public school with teachers in January and follow the public school calendar (not the University of Arkansas calendar) until their graduation in May.

### **Internship Experiences and Assignments**

#### **Plan for Diverse Field Experiences**

Consistent with the belief that learning occurs in meaningful contexts, it is imperative that interns be placed in schools that reflect diverse student populations. Diversity includes a broad spectrum of populations and experiences. In order to prepare interns to confidently and competently meet the needs of all students, placements in partnership schools (from early clinical to graduation) must provide opportunities for interns to be involved in varied settings. A range of settings will be utilized to meet this need. Prior field experience placements will be considered when assigning interns to partnership schools and rotations within these schools. Attempts will be made to provide different districts as partnership schools to provide varied settings, student populations, educational philosophies, instructional approaches and pedagogical styles.

#### **Solo Teaching**

Together, the university liaison, mentor teacher, and intern will decide when the teacher candidate is prepared to assume full responsibility for the mentor teacher's classes and teach independently. Teaching a full class schedule is desirable because it gives interns a realistic perspective of the work required of a full-time teacher. Interns will fully implement the regular classroom activities during solo teaching including the use of formative assessments and reflection to plan differentiated, standards-based lessons for diverse learners.

## **Parent-Teacher Conferences**

Parent-teacher conference week/day will serve as an optimal learning opportunity for teacher candidates. The teacher candidate will actively participate in this district-wide, after-school commitment. It is the teacher candidate's responsibility to assist his/her mentor teacher in preparing for conferences and have a voice during these meetings when invited by the mentor teacher. Teacher candidates will serve as an active observer of effective methods/strategies used to successfully conduct parent-teacher conferences. The teacher candidate may be invited to conduct conferences and complete a written assignment that follows a specific format. The reflection will be inclusive of participation in all of the parent-teacher conferences. When there is a conflict of dates with parent-teacher conferences, priority must be given to University classes.

## **Integrated Curriculum Unit**

Teacher candidates will design and teach a unit of instruction using a curriculum model appropriate for the content/school setting. Teacher candidates are expected to incorporate best practices regarding standards-based instruction, principles of differentiation, use of pre and post assessments (data analysis), formative assessments, performance assessments, and creating responsive environments to maximize student learning.

## **Description of Internship Form for B.A.T.**

### Educator Disposition Assessment

The Educator Disposition Assessment is a tool designed to provide feedback to teacher candidates regarding demonstration of dispositions considered essential to effective teaching. The EDA is completed by university faculty and mentor teachers working directly with teacher candidates. *See Appendix A*

## **Professional Dispositions**

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

1. Communicates effectively and appropriately.
2. Demonstrates a positive attitude with professional responsibilities and obligations.
3. Uses courtesy, respect, and civility when interacting with others.
4. Displays the ability to work with diverse individuals.
5. Displays a passion for continuous learning.
6. Stays focused on a task and handles the task professionally and maturely.
7. Demonstrates confidence and commitment when taking on assigned and/or unassigned tasks.
8. Demonstrates flexibility and is able to make adjustments in light of changing circumstances.
9. Shows ethical thinking and sound judgment.
10. Exhibits a belief that ALL students can learn.
11. Is self-reflective and accepts and uses constructive feedback.

## **SECTION III: Policies and Procedures**

### **Code of Ethics for Arkansas Educators**

The Code of Ethics for Arkansas Educators defines minimum standards of ethical conduct for all educators. The State Board of Education approved the standards on September 1, 2008. The ADE Rules Governing the Code of Ethics for Arkansas Educators further define these standards and provides a process for investigating alleged violations. As a University of Arkansas teacher candidate, students agree to adhere to the Code of Ethics for Arkansas educators and will be held to the same ethical standards as a licensed teacher. As such, in the event of an ethics complaint the teacher candidate will be subject to the same policies and procedures as a licensed teacher. This includes investigation and, if necessary, disciplinary actions taken by the Professional Licensing and Standards Board.

#### **Standard 1**

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

#### **Standard 2**

An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position.

#### **Standard 3**

An educator honestly fulfills reporting obligations associated with professional practices.

#### **Standard 4**

An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.

#### **Standard 5**

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

#### **Standard 6**

An educator keeps in confidence secure standardized test materials and results and maintains integrity regarding test administration procedures.

#### **Standard 7**

An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator's professional services that is protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose as allowed or required by law or regulations.

#### **Standard 8**

An educator refrains from using, possessing and/or being under the influence of alcohol or unauthorized drugs/substances and/or possessing items prohibited by law, or possessing or using tobacco or tobacco-related products while on school premises or at school-sponsored activities involving students.

### **Professionalism**

Professional dress and grooming are expected from all interns. Each intern will confer with the partnership team regarding appropriate dress for the cohort setting in alignment with partnership school district policies upon the discretion of the building administrator and University liaison.

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 matters relating to either school activities, teachers, pupil academics or 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 (Ex. 504, IEP.)

In addition to student/parent confidentiality by the intern, mentor teachers, and university faculty are also expected to maintain confidentiality regarding interns. If an issue arises, please consult Section IV (Candidate Improvement Plan).

### **Commitment to the Profession**

The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term 'educator' includes education support professionals.

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

[The Code of Ethics for Educators](#)

### **Promptness and Attendance**

Teacher candidates are to be present every day, all day, for the internship. **Should an absence or early departure from the internship be necessary**, teacher candidates **must inform the mentor teacher and university liaison prior to the assigned time of arrival at school**. The preferred method of notification will be articulated by the University liaison.

Teacher candidates are expected to attend any and all activities as mutually agreed upon by the partnership team. Attendance at regular faculty meetings and after school events is expected.

Promptness and regular attendance at field placements and university courses are a part of each teacher candidate's professional requirements. Adequate travel time should be considered in order to arrive at the time determined by the



school district and the building administrator. Absences and tardiness may result in a grade of incomplete, failure, or dismissal from the program. **Two late arrivals, two early departures, or a combination of the previous will be equal to one absence. If, for any reason, an amount of five days is exceeded during one semester, a plan of action will be outlined in a Candidate Improvement Plan.** This action plan could result in any of the following actions for the candidate: incomplete grade, requirement to repeat that semester during another year before being awarded a grade, or removal from the program.

## **Other Professional Responsibilities**

In addition to teaching assignments, interns are expected to assist mentor teachers in performing certain duties, including bus, lunch, and any other duties; sponsoring or helping with classroom events, sponsoring special field trips or other projects, and participating in team projects. The commitment to teaching extends beyond the school day and often includes weekend activities. Interns having campus or community commitments or job responsibilities that interfere with the quality of assigned work may require a conference with mentor, University liaison, and program coordinator possibly resulting in a Candidate Improvement Plan.

Attendance at professional meetings and conferences is beneficial and a critical part of professional development and professional behavior. Meetings and conferences outside the region of the partnership school and district are offered and interns are encouraged to attend. Interns will be granted professional leave to attend conferences and will not be counted absent or otherwise penalized. It is expected that interns attend school faculty and district meetings unless there is a conflict with a scheduled university course.

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

Interns will attend all parent-teacher conferences which do not conflict with regularly scheduled university classes or seminar. If interns rotate to a new placement prior to conference dates a schedule should be set that is most beneficial to all involved, parents, teachers, and interns. Interns are required to share information during these conferences that are pertinent to student learning when possible.

## **Teaching in the Absence of Certified Personnel**

There are established guidelines for teaching in the absence of certified personnel. Please check with the University liaison as to specific guidelines that must be followed. The intern may substitute **ONLY** for the mentor teacher in their current placement. Other absences in the building must be filled through other means.

Interns may be allowed to assume individual responsibility for supervising students only if the following conditions are met:

- The principal and other members of the partnership team approve the assignment.
- The intern has already demonstrated the ability to successfully assume full teaching responsibilities.
- The intern is a strong teacher with effective classroom management skills.
- A member of the partnership team (or another designated contact person) is available for the intern to call on if necessary.
- The intern should substitute only in his/her assigned classroom. In the event of an emergency, the mentor teacher may be sent to cover a classroom.
- Interns may not administer medication, nor are they allowed to perform medical procedures such as catheterization or trachea cleaning.
- UA class attendance is expected on the designated days.

- If the mentor teacher is out of the building, the intern will be paid for substitute teaching. If the mentor teacher remains in the building, the intern may substitute teach but will not be paid.

### Substitute Teaching Amendment

(adopted 12/08/2016)

1. An intern shall only be used as a substitute teacher if that candidate has demonstrated the ability to successfully assume full teaching responsibilities, as determined by both the mentor and the university faculty liaison/supervisor.
2. An intern shall be authorized to substitute only for his/her currently assigned mentor teacher. Any exception to this must be **pre-approved by the Office of Teacher Education and the School District.**
3. The intern shall not serve as a long-term substitute during the internship period, unless pre-approved by the intern's academic program and the **University of Arkansas Office of Teacher Education.**
4. While substituting, the teacher candidate is not serving in an internship capacity. Hours spent substitute teaching do not count toward the **state-required 420 internship hours.** The school district, and/or the district's contractor, shall assume full responsibility for directing the work of the teacher candidate(s), consistent with district policies and arrangements concerning substitute teachers.\*
5. When employed as a substitute teacher, the teacher candidate shall be paid at the appropriate substitute teacher rate.

### IMPORTANT CLARIFICATIONS

*\*Substitute teaching is a separation from internship and university responsibility. Mentor teachers may not be out of the building for extended periods for professional nor personal reasons unless interns are officially paid/contracted by SubTeach. The absence of this official designation (paid substitute) results in an absence of liability coverage in the event of any incident that may occur when the mentor teacher is away from his/her assigned duties.*

### Candidate Improvement Plan Procedures

Although teacher candidates are admitted to the teacher education program only after meeting established criteria and satisfactorily completing the interview process, issues and concerns regarding performance in either field experience may arise. In an attempt to resolve these situations to the satisfaction of everyone involved, the following procedure should be followed in the established order. All steps of the procedure may not be necessary and are not required. Each step assumes the issue was not resolved in the previous step:

1. Mentor or liaison communicates concerns to the intern. If not resolved, then...
2. **Low-alert Status:** Mentor, liaison, and/or faculty will consult and advise the intern, identifying both the problem and the recommended solution. Most inappropriate behaviors can be remediated at this stage.
3. **Mid-alert Status:** When inappropriate behaviors continue after consultation, mentor teachers or liaisons may submit a \*Notification of Concern (NOC) (<https://teacher-education.uark.edu/resources/pdf/support/uanotification.pdf>). The NOC will include a description of the inappropriate behavior(s) and their context as well as recommendations for correcting the behavior(s). A copy of this report will also be submitted to the candidate, faculty, program coordinator, and Office of Teacher Education.
4. **High-alert Status:** The issue may warrant removal from the program. If concerns are not adequately addressed in the above steps, appropriate action will be taken. (See Dismissal Policy)

\*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.

### **Withdrawals**

If it becomes necessary for an intern to withdraw from the program, it is the responsibility of the intern to provide a written explanation to the partnership school building administrator, mentor teacher, and the university liaison. The intern is expected to follow standard University procedures to withdraw from school. In addition, an intern 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 intern be permitted to re-enroll in an internship, they may be advised of additional coursework and/or additional requirements necessary before being allowed to re-enroll. Re-enrollment in the internship is neither guaranteed nor automatic.

### **Grievance or Appeal Procedure**

During the internship, problem situations may arise which require special attention. When such situations do arise, it is recommended that specific procedures be followed to resolve the problem at the level closest to the situation prior to moving to the next level. If an intern believes that a situation is becoming unprofessional and could lead to a poor experience, they should first discuss these concerns with the mentor teacher and/or university liaison. If unresolved at that level, the principal and the program coordinator should be consulted. The third level involves the Curriculum and Instruction Department Head and the Associate Dean for Academic Affairs in the College of Education and Health Professions along with the public school superintendent (or appropriate district administrator).

Problems that remain unresolved may be appealed through the normal procedures established by the College of Education and Health Professions and/or the Graduate School.

### **Dismissal Policy**

Interns may be dismissed from further study in the College of Education and Health Professions if at any time their performance is considered unsatisfactory as determined by the school/district, program liaison, Department Head, or the University Academic Integrity Board (AUAIB). Academic dishonesty may lead to immediate dismissal from the internship program and/or the University of Arkansas. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process at the University of Arkansas. Included is an act by which a student gains or attempts to gain an academic advantage for himself/herself or another by misrepresenting his/her or another's work or by interfering with the completion, submission, or evaluation of work. See the University of Arkansas' <https://honesty.uark.edu/index.php> for additional information.

Also, interns are expected to comply with rules, regulations, and expectations of the school/district in which they are placed. It is the intern's responsibility to obtain a copy of the school manual, handbook, policy guidelines, or master contract for teachers, and become familiar with it. Upon request from the school where the intern is placed, the internship may be terminated by the school's administration at any time during the experience. If an intern is removed from the internship setting under such circumstances, a subsequent placement is neither automatic nor guaranteed. This may also lead to immediate dismissal from the College of Education and Health Professions and the University of Arkansas. Further, interns are expected to adhere to the NEA's code of Ethics for Teachers, Principle I and Principle II and the guidelines as established by the University of Arkansas and the College of Education and Health Professions.

Any intern who has been convicted of a felony is not allowed to participate in the teacher education program. Interns who have been arrested for crimes which could result in a felony conviction may be removed from their internship placement pending legal resolutions. Please note that the Arkansas Department of Education will not issue a teaching license to individuals with a felony conviction.

## **SECTION IV: Employment Resources**

### **Office of Teacher Education (OTE)**

The OTE <https://teacher-education.uark.edu/> holds an education readiness seminar and teacher educator career fair in the spring of each year. Correspondence about this annual event will come from the university liaison, through the website, and social media of the OTE.

### **Career Services**

The University of Arkansas Career Development Center offers career services, including all services currently being offered to every U of A student. Interns have access to Job Searching, Resume Building, Interview Preparation and Follow-Up, Use of Portfolio, and Job Offer Negotiations through career services. Please visit the Career Development Center website at <http://career.uark.edu>, stop by their offices in the Arkansas Union, Suite 607 or call 479.575.2805 for more information about services and events.

### **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 degree of Bachelor of Arts in Teaching will be awarded. Degree conferral *must reflect successful completion of all program requirements including student teaching*. This is only one step leading to the recommendation by the licensure officer at the University of Arkansas. Arkansas law specifies that each application for a teaching license or additional endorsement area must be supported by the appropriate Praxis II, PLT test score(s) and programs of study. In addition, all applicants must complete ADE mandated background checks, professional development and pay a licensure processing fee to ADE.

The licensure application process is submitted electronically through the Arkansas Educator Licensure System. Instructions for the Arkansas educator licensure application process may be obtained from the OTE and Dr. Myra Haulmark (<http://teacher-education.uark.edu>).

Licensure or certification in another state is facilitated by first receiving a license in Arkansas. An application must be made directly to that state's department of education by the student. The OTE licensure office does not submit licensure packets or applications to other states but in some instances, the applications will have a section to be signed by the licensure officer to verify the completion of a program. Educator licensure in each state is regulated by specific laws in that state and dependent on education standards that the state has adopted.

## **Arkansas Department of Elementary and Secondary Education Licensure Contact Information and Procedures**

Licensure information on teachers and administrators in Arkansas may be accessed at the following:

<https://teacher-education.uark.edu/licensure/index.php>

### **Professional Licensure Contact Information**

The Office of Educator Effectiveness and Licensure of the Arkansas Department of Elementary and Secondary Education issues licenses for preschool through Grade 12 teachers and administrators. <https://dese.ade.arkansas.gov/Offices/educator-effectiveness/educator-licensure>

For more information, please contact:

Office of Educator Licensure Four  
Capitol Mall, Room 106-BLittle  
Rock, AR 72201  
Phone: 501-682-4342  
Fax: 501-682-4898  
Email: [ade.educatorlicensure@arkansas.gov](mailto:ade.educatorlicensure@arkansas.gov)

### **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. <https://teacher-education.uark.edu/licensure/licensure-in-another-state.php>

## Contact Information

### Director of the Office of Teacher Education

(479) 575-6195

Jennifer Beasley  
University of Arkansas  
Peabody Hall  
Fayetteville, AR 72701  
[jgbeasley@uark.edu](mailto:jgbeasley@uark.edu)

### Director of Field Placement

(479) 575-4932

J L Jennings Jr.  
University of Arkansas  
Peabody Hall  
Fayetteville, AR 72701  
[ayo@uark.edu](mailto:ayo@uark.edu)

### Teacher Licensure

(479) 575-6740

Myra Haulmark  
University of Arkansas  
Peabody Hall  
Fayetteville, AR 72701  
[haulmark@uark.edu](mailto:haulmark@uark.edu)

### Curriculum and Instruction (CIED) Department

(479) 575-4209

### Arkansas Department of Education (Licensure)

(501) 682-4342  
[educatorlicensure@arkansas.gov](mailto:educatorlicensure@arkansas.gov)

## Important Resources

► **Arkansas Department of Education**

<http://dese.ade.arkansas.gov/>

► **College of Education and Health Professions: Office of Teacher Education**

**For information regarding:**  
**U of A Additional Licensure Plans**  
**Background Checks**  
**Fingerprinting Appointments**

Visit <https://teacher-education.uark.edu/>

For more information about licensure assessments:

<https://teacher-education.uark.edu/licensure/licensure-assessment.php>

► **Applying for Graduation**

<https://registrar.uark.edu/graduation/>

► **Praxis (ETS) Information**

[www.ets.org/praxis](http://www.ets.org/praxis)

The Office of Teacher Education now provides access to Praxis Core and Praxis II study guides and practice tests through Edmentum. For more information and instructions on how to access this resource, email [teach-ed@uark.ed](mailto:teach-ed@uark.ed)

## 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	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Does not consistently demonstrate professional oral communication skills as evidenced by making major errors in language, grammar, and word choice  <input type="checkbox"/> Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation  <input type="checkbox"/> Choice of vocabulary is either too difficult or too simplistic	<input type="checkbox"/> Demonstrates 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  <input type="checkbox"/> Strives to vary oral communication as evidenced of some students demonstrating a lack of participation  <input type="checkbox"/> Occasionally uses vocabulary that is either too difficult or too simplistic	<input type="checkbox"/> Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment  <input type="checkbox"/> Varies oral communication as evidenced by encouraging participatory behaviors  <input type="checkbox"/> Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Disposition	Associated Indicators		
2. Demonstrates Effective Written Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Communicates in tones that are harsh or negative as evidenced by fostering negative responses  <input type="checkbox"/> Demonstrates major spelling and grammar errors or demonstrates frequent common mistakes	<input type="checkbox"/> Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses  <input type="checkbox"/> Demonstrates common errors in spelling and grammar	<input type="checkbox"/> Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses  <input type="checkbox"/> Demonstrates precise spelling and grammar



**Disposition****Associated Indicators**

<b>3. Demonstrates professionalism</b> Danielson: 4f; InTASC: 9(o)	<b>Needs Improvement 0</b>	<b>Developing 1</b>	<b>Meets Expectations 2</b>
	<input type="checkbox"/> Does not respond to <i>communications</i> and does not submit all assignments  <input type="checkbox"/> Fails to exhibit punctuality and/or attendance  <input type="checkbox"/> Crosses <i>major</i> boundaries of ethical standards of practice  <input type="checkbox"/> Divulges inappropriate <i>personal</i> life issues at the classroom/workplace as evidenced by uncomfortable responses from others  <input type="checkbox"/> Functions as a group member with no participation	<input type="checkbox"/> Delayed response to <i>communications</i> and late submission of assignments  <input type="checkbox"/> Not consistently punctual and/or has absences  <input type="checkbox"/> Crosses <i>minor</i> boundaries of ethical standards of practice  <input type="checkbox"/> Occasionally divulges <i>inappropriate</i> personal life issues into the classroom/workplace, but this is kept to a minimum  <input type="checkbox"/> Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation	<input type="checkbox"/> Responds promptly to <i>communications</i> and submits all assignments  <input type="checkbox"/> Consistently exhibits punctuality and attendance  <input type="checkbox"/> Maintains professional boundaries of ethical standards of practice  <input type="checkbox"/> Keeps <i>inappropriate</i> personal life issues out of classroom/workplace  <input type="checkbox"/> Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

**Disposition****Associated Indicators**

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

## Disposition

## Associated Indicators

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

## Disposition

## Associated Indicators

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	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Demonstrates inequitable embracement of all diversities <input type="checkbox"/> Is challenged to create a safe classroom as evidenced by ignoring negative behaviors by students	<input type="checkbox"/> Goes through the expected and superficial motions to embrace all diversities <input type="checkbox"/> Strives to build a safe classroom with zero tolerance of negative behaviors towards others but needs further development in accomplishing this task	<input type="checkbox"/> Embraces all diversities as evidenced by implementing inclusive activities and behaviors with goals of transcendence <input type="checkbox"/> Creates a safe classroom with zero tolerance of negativity to others as evidenced by correcting negative student behaviors

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

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

Disposition Associated Indicators

<b>9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability</b> Marzano: 37, 38	<b>Needs Improvement 0</b>	<b>Developing 1</b>	<b>Meets Expectations 2</b>
	<input type="checkbox"/> Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues  <input type="checkbox"/> Does not demonstrate perseverance and resilience as evidenced by giving up easily  <input type="checkbox"/> Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness	<input type="checkbox"/> Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues  <input type="checkbox"/> Demonstrates perseverance and resilience most of the time  <input type="checkbox"/> Demonstrates sensitivity to feelings of others most of the time	<input type="checkbox"/> Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues  <input type="checkbox"/> Demonstrates perseverance and resilience as evidenced by tenacious and determined ability to persist through tough situations  <input type="checkbox"/> Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

AVERAGE COMPOSITE SCORE ACROSS NINE DISPOSITIONS:

COMMENTS: