

## Appendix Q

### OFFICIAL SYLLABUS TEMPLATE

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Department of Special Education

*SPED 628: Induction and Formative Assessment (3 units, CR/NC)*

Spring 2021

**PRECONDITION EVIDENCE HIGHLIGHTED IN YELLOW**

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### COVID-19

The COVID-19 pandemic continues to create challenges for our candidates, faculty, staff, K-12 partners, and our teaching/learning communities. California State University Northridge will remain virtual through the Spring 2022 semester, and all university lecture courses in the Michael D. Eisner College of Education will be held online this semester. Currently, the majority of the K-12 school districts in Southern California are reporting that they will begin the Spring 2021 semester in an online virtual format. This means that candidates scheduled for student teaching or fieldwork in Spring 2021 will also begin their student teaching or fieldwork online.

However, depending on the current local status of the pandemic, some K-12 school districts may reopen their campuses for in-person instruction mid-semester. If this occurs, all candidates will be expected to be physically present in the classroom where they are placed for student teaching or fieldwork. For candidates unable to participate in person, see the paragraph on deferred placement below. Although we must wait for direction from the governor, state and local health authorities, and a final approval from our university safety committee prior to implementation, we anticipate that our protocol will likely include the following:

- Candidates will follow the health and safety guidelines of the schools and districts where they are placed;
- Candidates will complete COVID-19 Safety Training through CSUN [Candidates will receive further information about this at orientation];
- Candidates will sign an Acknowledgment of Risk/Safety Training form that includes COVID-19 language [Candidates will receive further information about this at orientation];
- Candidates will be prepared to shift from in-person to virtual teaching, or from virtual to in-person teaching, as circumstances in individual classrooms, schools, or districts require;
- Candidates will be responsible for obtaining their own Personal Protective Equipment (PPE), such as face coverings, gloves, or other items as recommended by the Los Angeles County or CDC COVID guidelines:  
[\[http://www.ph.lacounty.gov/media/Coronavirus/docs/protection/GuidanceClothFaceCoverings.pdf\]](http://www.ph.lacounty.gov/media/Coronavirus/docs/protection/GuidanceClothFaceCoverings.pdf), [\[https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html\]](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html)

- Candidates will monitor their own health and follow guidelines for being absent from school sites (notifying both the school site and CSUN immediately); and
- Interns and Administrative Services candidates working as employees in schools and districts may have additional requirements through their district.

### *Candidates Electing to Defer Placement*

The University recognizes that, in some instances, candidates will choose not to participate in fieldwork in Spring 2021 because of personal risk. Candidates may make this choice freely, and they are not required to provide the faculty or staff with any reasoning or justification. A candidate that has not yet begun the course that includes the student teaching or clinical placement may defer enrollment. If a candidate has begun the course that includes placement, and chooses to discontinue work in the placement, the candidate should receive a withdrawal from the course. The withdrawal will not count as an “attempt” at student teaching, but it will require the candidate to retake the course and pay tuition in a later semester.

### **The Michael D. Eisner College of Education Conceptual Framework (adopted May, 2018):**

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

1. We value academic excellence in the acquisition of research-based professional knowledge and skills.
2. We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
3. We value ethical practice and what it means to become ethical and caring professionals.
4. We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of communities of diverse learners. We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
5. We value creative, critical, and reflective thinking and practice.

#### Course Description:

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This course is designed to assist the beginning teacher in their transition from a student to assuming the role of a professional educator. In collaboration with the university instructor and the onsite mentor, the candidate develops an Individualized Learning Plan (ILP) which consists of professional development goals with a plan on how to meet these goals. A major focus of the induction program is for candidates to receive support to facilitate and encourage professional growth. As such, candidates will receive a minimum of 1 hour per week of support throughout the life of the program through individual meetings, classroom observations, discussion boards, and course assignments. *SPED 628 is a Credit/Non-Credit course.*

#### Induction Program Description:

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The Teacher Induction Education Specialist Credential program is a 2-year, individualized, job-embedded system of mentoring, support, and professional development beginning in the candidates' first year of teaching. Candidates complete a 14-unit program spanned over a 2-year period\*. The program consists of 4 induction courses and 2 pedagogy courses. Candidates complete 6 units (induction plus one pedagogy course) in semesters one and four; and 1 unit (induction courses) in semesters two and three.

#### Early Completion Option

While most students complete the program in two years, certain candidates are eligible for Early Completion. If you have successfully completed a year of induction through a different program, or you have more than two years of teaching experience under an issued preliminary credential, you may be able to complete the Induction Program in one year. Early completion is not guaranteed and requires a review from the Induction Advisor.

**Recommendation to the Early Completion Induction Program by an administrator verifying that the applicant has a minimum of one full year of teaching experience and exceptional performance as a new teacher.** Submission of the CSUN Administrator Early Completion Induction Program Form is required for acceptance into this program option.

#### Course Prerequisites:

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1. A Preliminary Education Specialist Credential.
2. Admission to the Teacher Induction Education Specialist Credential Program.
3. Verification of employment as a special education teacher in the area for which the candidate is authorized.

## Course Objectives:

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*After completing this course, students will be able to:*

1. Demonstrate skills and knowledge that are aligned with the California Standards for the Teaching Profession (CSTPs)
2. Reflect on needs in professional practice and collaboratively develop an Individual Learning Plan (ILP) with input from mentor and employer
3. Demonstrate successful completion of the activities outlined in the ILP
4. Develop an understanding of the teaching context, including school, district and community expectations and resources
5. Describe the educational needs of students and identify profession resources to address these needs
6. Develop a monitoring plan and document progress towards meeting the performance and professional development goals specified in the ILP
7. Demonstrate the ability to identify and implement evidence-based assessment and instructional methods that facilitate and enhance student success
8. Demonstrate the ability to build on and strengthen knowledge and skills developed through the preliminary credential program as demonstrated through observations, individual meetings with mentors, coursework, artifacts, reflections, and participation in group discussion boards.

## California Standards for the Teaching Profession and CLEAR Skill areas

1. CSTP #1: Engaging and supporting all students in learning  
Skill area: Differentiated instruction: infusing universal design for learning (UDL) into unit and lesson planning, modifying and adapting the core curriculum, and using a variety of instructional strategies to meet the unique needs of all learners
2. CSTP #2: Creating and maintaining an effective environment for students  
Skill area: Classroom management/positive behavior support: creating positive and healthy learning environments, promoting positive behavior, and providing individualized behavioral supports to address challenging behavior
3. CSTP #3: Understanding and organizing subject matter knowledge for student learning  
Skill area: Technology: use of a variety of assistive technology (high/low tech) to promote learning and communication

4. CSTP #4: Planning instruction and designing learning experiences for all students  
*Skill area: Transition planning*: strategies to facilitate transition across the life span (e.g., from elementary to middle school; from high school to adult life, etc.).
5. CSTP# 5: Assessment and learning  
*Skill area: Progress monitoring*: gathering and analyzing data on student performance and using this data to guide instruction

## Required Reading

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- California Standards for the Teaching Profession (2009). California Commission on Teacher Credentialing. <http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf>
- Articles and websites linked on Canvas

## Person-First Language

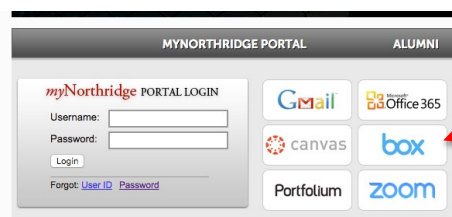
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The CSUN Department of Special Education believes that a person is more important than a disability. Accordingly, we expect our students to use Person-First Language at all times, in both speaking and writing. For example, students would refer to ‘children with autism’ as opposed to ‘autistic children.’ Papers not using Person-First Language will be returned for editing, and must be resubmitted.

## Technology for this course

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As an online class, SPED 628 requires use of several technology tools. CSUN students have accounts for these applications as part of their tuition. Links for several applications can be found next to the Portal sign in on the CSUN homepage and below.



- Canvas: <https://canvas.csun.edu/>
- Box: <https://mycsun.account.box.com/>
- Portfolium: <https://csun.portfolium.com/>
- Zoom: <https://csun.zoom.us/>
- Google Drive (link provided in Canvas)
- Digital Recording (device with recording capability)
- Various media for artifacts: video, documents (Word, Excel, pages, etc.), PDF, images, website links, etc.

## Class Activities

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SPED 628 is predominantly handled as an online course. **Most requirements are completed online.** Participation in online activities is a **mandatory** component of this class and is required to earn a passing grade. Education is a social endeavor and we learn from one another. Due to the interactive nature of this course, participation is critical. Learning activities require collaboration, application, reflection, and self-analysis of skills studied in this class and covered in readings.

### University Mentoring Sessions (3 sessions)

Students in SPED 628 will meet together via Zoom 3 times during the semester (beginning, middle and end).

- Class assignments (Dispositions Self-Rating Scale, Individual Induction Plan, etc.)
- Progress on your ePortfolio
- Meetings with your Field Support Provider
- Discuss what's going on in your own classroom

### Field Mentoring with Support Provider (3 sessions) and Reflective Journal

As part of the induction program, you have been asked to identify a Support Provider who can support you at school. This can be another teacher at your own school, or another educator who is knowledgeable about your practice. Meet three times (phone and Zoom are ok, but not email as the dialogue is important) and take notes about your meeting. After your meeting, write a reflective Examples of topics (not limited to these):

- Lesson planning/curriculum development
- Formal or informal observation with debrief
- Attendance with Support Provider with debrief (Professional Development meeting, IEP meeting, faculty meeting)
- Analysis of student work or assessment data
- Worked on Induction goals or portfolio
- Observed demonstration lesson in another classroom and discussed with Support Provider
- Maintain a log of all support meetings and activities

### Colleague Discussion Forums

SPED 628 is a collaborative class in which candidates will need to analyze and apply competencies aligned to the Clear Credential Standards (listed earlier in this syllabus). These discussion forums provide you the opportunity to unpack the standards, discuss your strengths and areas of need, share your experiences, and seek advice of your classmates.

### Disposition Self-Rating Scale

This is a self-assessment completed early in the semester. Rate yourself in the designated areas and provide written comments explaining your rating. Use examples to clarify. Full points are awarded for papers that demonstrate thoughtful and critical thinking (please see rubric on Canvas).

### Individual Learning Plan (ILP)

Candidates will engage in self-assessment using their student teaching evaluation and other sources of information as a guide to identify areas of strength and areas for further development in the five skill areas discussed above. Candidates will select 1 area for further development that will serve as the focus of the ILP. Candidates will develop a goal for the skill area identified, articulate the activities they will undertake in order to meet the goal and describe the ways in which they will demonstrate progress in the identified skill area.

**ILP must be completed within 60 days of enrollment.**

For more detailed guidelines about the Induction Program, activities, and requirements see our website: <https://www.csun.edu/eisner-education/special-education/teacher-induction-education-specialist-credential>

### Program Plan

Each candidate is responsible to meet with their Clear Program Advisor in their specialization and develop a Program Plan signed by the candidate, Faculty Advisor, and Department Chair. Once you have received a copy of your signed Program Plan, please upload to Canvas. This is a C/NC assignment but completion of the Program Plan is required before a grade can be assigned.

**Placement with a Mentor Teacher must take place within 30 days of enrollment.**

### Digital Recording and Reflection

Candidates will create a digital recording of themselves teaching DHH students in their classroom setting. The video should reflect the candidate's skill in implementing evidence-based practices in the field, as described in the CSTP standards, and should focus on the skill area you identified for further development on your ILP. The digital recording should be 15-20 minutes long. The recording will be shared using "Box."

Additionally, you will write a 3-5 page self-reflection assessing your lesson. The reflection will include (a) a description of the pupil, including the pupil's strengths, interest, and challenges; (b) a clear description of the skills/knowledge targeted for instruction; (c) description of the instructional strategies used; (d) and a critique of the lesson (what went well and why; things you might do differently and why).

### **ePortfolio**

Candidates will create an ePortfolio using Portfolium (account included with your CSUN fees). You will demonstrate your current level of performance in each of the five CSTP skill areas. The portfolio will consist of 1 artifact per skill area with an accompanying reflective discussion entry for each of the five skill areas. These will be shared with your classmates using Portfolium. A sample ePortfolio is available on Canvas.



Additionally, you will write a reflective discussion entry for each CSTP area on Canvas and interact with your 628 colleagues about their entry. These discussions are in place of an individual paper, and will be scored using the ePortfolio rubric. Professional writing and adequate detail and evidence are required for full points. For each discussion:

- Demonstrate clear understanding of the assigned CSTP
- Discuss practices at your school that have helped you grow in this area. As possible, discuss work with your support provider.
- Describe your goal (from your ILP) and the artifact that you selected for each CSTP (posted to Portfolio). Explain how the artifact addresses the CSTP standard.
- Discuss areas for further development.

**NOTE:** for the skill area identified in the ILP as your area of need (focus area), you will include a second artifact that demonstrates growth in the identified area(s).

## Grading

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This course is on a Credit/ No Credit grading basis. Candidates must complete all assignments and receive an overall score of 3 on the portfolio with no scores of “1” on a 4-point scale. Students must also submit a completed Clear Induction Program Plan in order to complete this class.

### Required Documents (CR/NC)

Program Plan (required for the Induction Program) .....	CR/NC
Individual Learning Plan (completed to mastery) .....	CR/NC
Clear Disposition Rating Scale (completed to mastery) .....	CR/NC
Verification of Employment (from your application) .....	CR/NC

### Graded Assignments

Field Mentoring Documentation (5 pts per entry) .....	15
Discussion Forums (7 @ 5 pts each) .....	35
ePortfolio (6 artifacts, 5 pts per artifact & description) .....	30
Video and Reflection.....	20

**TOTAL.....100 points**

NO CREDIT: <80 (class must be repeated)

YOU MUST HAVE 80% OR BETTER and all required assignments done

93 – 100%	(93-100)	A
90 - 92%	(90-92)	A -

88 - 89%	(88-89)	B+
83 - 87%	(83-87)	B
80 - 82%	(80-82)	B-
0 - 79%	(0-79)	NC

### Grading Rubric

A = Outstanding - Performance reflects a thorough understanding of the material, including integration of information and application of theory and research to practice. Projects and exams are comprehensive, thoughtful and provide new insights. All assignments are well-organized and clearly written. Participation in class is consistent and engaging.

B = Very Good - Performance reflects complete and accurate understanding of the material. There is generalization of the information that demonstrates the ability to integrate and apply information. All assignments are thoughtful, well-organized, and clearly written. Participation in class is consistent and engaging.

B- = Satisfactory - Performance reflects minimal level of competency attainment, understanding, and skill. Does not meet graduate and professional standards. Lacks demonstration of generalization and application of the information. Assignments are incomplete, poorly prepared, and/or possess notable misconceptions. Participation is sporadic and limited.

C+ and below = Failing - Performance reflects lack of engagement with the information. Assignments are incomplete or missing. Quality of written work is poor. Participation is poor.

## Course Schedule

*Please note that this online class is organized into modules that align to the CSTP standards. Modules vary in length (most are 2 weeks). New modules open on **MONDAYS** and close **SUNDAYS** at 11:55PM.*

Module	Topics	Activities	Portfolio Progress
<b>Getting Started</b>	<b>Identifying Strengths and needs.</b>	Discussion Forum: Strengths and Future Strengths  Complete the Clear Disposition Rating Scale and upload to Canvas.	

Module	Topics	Activities	Portfolio Progress
<b>Setting Goals</b>	<b>Setting goals for the semester.</b>	<p>Draft your Individual Induction Plan and identify an area of need (focus area) you would like to work on this semester. Upload to Canvas.</p> <p>1<sup>st</sup> Zoom meeting: This session will be used to discuss overall course requirements, to review your <b>Clear Disposition Rating Scale</b> and review your draft <b>Individual Learning Plan (ILP)</b>. Use this time to ask questions about Portfolium as needed.</p> <p><b>*Due within 60 days of enrollment</b></p> <p>Field Mentor: Schedule a time to meet with your field support provider. Discuss topic of your choice and log your meeting with your reflective journal entry using the form on Canvas.</p>	<p>Explore and set up your Portfolium account. Add a picture.</p> <p>Review the sample ePortfolios on Canvas. Consider how you would like to set up your own, and begin a “Project” for your first artifact (next module). You will upload documents later, but give this project a title and description.</p>

Module	Topics	Activities	Portfolio Progress
<b>CSTP 1:</b> Engaging and supporting all students in learning	<b>Differentiated instruction:</b> infusing universal design for learning (UDL) into unit and lesson planning, modifying and adapting the core curriculum, and using a variety of instructional strategies to meet the unique needs of all learners.	Discussion Forum: Differentiated Instruction and UDL  Participate in the Discussion Forum with your colleagues. Address your artifact and how it addresses your goal.	Identify 1 artifact and upload with an explanation to your ePortfolio, and a brief descriptive title using "Comments." Make sure you identify which CSTP corresponds with this artifact. Please see the sample of Canvas for formatting.
<b>CSTP 2:</b> Creating and maintaining an effective environment for students	<b>Classroom management/positive behavior support:</b> creating positive and healthy learning environments, promoting positive behavior, and providing individualized behavioral supports to address challenging behavior	Discussion Forum: Systems for Classroom Management and Positive Behavior Support	Identify 1 artifact and upload with an explanation on the cover of your Portfolio, and a brief descriptive title using "Comments." Make sure you identify which CSTP corresponds with this artifact. Please see the sample of Canvas for formatting.

Module	Topics	Activities	Portfolio Progress
<b>CSTP 3:</b> Understanding and organizing subject matter knowledge for student learning	<b>Technology:</b> use of a variety of assistive technology (high/low tech) to promote learning and communication	<p>Discussion Forum: Identifying and using Assistive and Instructional Technologies in the Classroom</p> <p><u>2<sup>nd</sup> Zoom meeting: Meeting will be used to discuss progress on you ePortfolio and share ideas with your colleagues. Be prepared to share your artifacts via Portfolium.</u></p> <p>*If you have not yet, plan to record your lesson for the Digital Recording and Reflection assignment. It is due in the next module.</p> <p>Completed Program Plan uploaded to Canvas within 60 days of enrollment</p>	Identify 1 artifact and upload with an explanation on the cover of your Portfolio, and a brief descriptive title using "Comments." Make sure you identify which CSTP corresponds with this artifact. Please see the sample of Canvas for formatting.
<b>CSTP 4:</b> Planning instruction and designing learning experiences for all students	<b>Transition planning:</b> strategies to facilitate transition across the life span (e.g., from elementary to middle school; from high school to adult life, etc.).	<p>Discussion Forum: Supporting Transition and Identifying Resources in your School and Community</p> <p>*Digital Recording and Reflection due. Post your digital recording (video) to Box. Upload your 3-5 page self-reflection to Canvas.</p>	Identify 1 artifact and upload with an explanation on the cover of your Portfolio, and a brief descriptive title using "Comments." Make sure you identify which CSTP corresponds with this artifact. Please see the sample of Canvas for formatting.

Module	Topics	Activities	Portfolio Progress
<b>CSTP 5:</b> Assessment and learning	<b>Progress monitoring:</b> gathering and analyzing data on student performance and using this data to guide instruction	Discussion Forum: Class Systems for Data Collection and analysis of Data	Identify 1 artifact and upload with an explanation on the cover of your Portfolio, and a brief descriptive title using "Comments." Make sure you identify which CSTP corresponds with this artifact. Please see the sample of Canvas for formatting.
<b>Reflection and Next Steps</b>	<b>Growing as a Professional</b>	<p>Discussion Forum: Professional Development and Next Steps in your Practice as a Special Educator</p> <p><u>3<sup>rd</sup> Zoom meeting: Meeting will be used to share ePortfolio and additional teaching practices with your colleagues. Be prepared to share your artifacts via Portfolium.</u></p>	Explore and leave comments for your 628 colleagues on their ePortfolios.

## Instructors Notes:

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- **ADDITIONAL READINGS:** Students might receive and be held responsible for additional reading material provided during this class. ***Please check Canvas weekly for updates.***
- **DUE DATES AND GRADES:** Modules close Sundays at 11:55 PM on the dates listed in this syllabus and canvas. Grades are available for student viewing on Canvas.
- **Online activities** MUST BE COMPLETED by the Sunday of the module window. **No late participation will be accepted.** There are no exceptions as your colleagues depend on your TIMELY participation in order to complete their own assignments.
- **CANVAS Navigation:** This class requires regular use of Canvas. Turning in assignments, accessing assigned readings, and participating in online activities are all done through Canvas. Many classes in the credential program also require knowledge of Canvas. Canvas help is available on the left side of the page under “Help and Library Resources.” Select “Search the Canvas Guidelines” for basic support, or use the Hotline or Chat functions with specific questions.
- **IMPORTANT NOTICE ON CSUN COMMUNICATION:** CSUN sends all official communications by e-mail, including registration information. Please check your CSUN e-mail *several times* a week. Using any Web browser, go to [www.csun.edu/webmail](http://www.csun.edu/webmail). Enter your CSUN User ID and Password. To forward your CSUN e-mail to your Yahoo, Hotmail, or preferred address, go to [www.csun.edu/account](http://www.csun.edu/account), log in and select Mail forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN e-mail account throughout the semester. ***All communications from your professor will come through that account***
- **EMAILING THE PROFESSOR:** due to the high level of email traffic at CSUN, all students are requested to attempt to resolve problems on their own **BEFORE** emailing the professor. Please make sure you have attempted all of the following:
  1. Contact [Information Technology Help Center](http://www.csun.edu/helpdesk/) directly at (818) 677-1400 or <http://www.csun.edu/helpdesk/> for trouble shooting with email, Canvas, or any other technology concerns. Canvas also has a dedicated Support Hotline and Chat functions on the Canvas homepage.
  2. Check with another student in the class for assignment or procedure clarification.
  3. Review Canvas and the syllabus for assignment or procedure clarification.
- **DEPARTMENT WRITING STANDARDS:** Writing requirements within the graduate program: ***This is a graduate course and students are expected to turn in papers and assignments of graduate quality.*** All work should represent your reflections upon and integration of information covered in class in an organized way. Additionally, written assignments are to be



clear in sentence construction and are to be proof read before they are handed in. Please discuss individual concerns with your professor.

- Assignments with an undue amount of errors in grammar, spelling, or sentence mechanics will not be graded. They will be given back to students to edit and resubmit, and will be graded as late.
- **CSUN POLICIES:** Students are responsible for following all published CSUN policies and procedures. Adding/dropping classes is not normally permitted after the first 3 weeks of instruction.
- Cheating and plagiarism are taken very seriously. Please see the University Catalog and/or the Schedule of Classes for definitions and examples of, and penalties for academic dishonesty.
- Students with disabilities must be registered with the **Disability Resources and Educational Services (DRES)** in order to receive accommodations. Accommodations will be honored in accordance with the Americans with Disabilities Act (ADA). The intent of the ADA is not to give a particular student an advantage over another, but simply to allow students with disabilities equal access to the course content, and to provide them an equal opportunity for success. Students may receive information about registering with the DRES at the following website: <http://www.csun.edu/dres>.
- Respectful conduct is expected at all times, when dealing with parents, students, your professor and your colleagues in class. Respectful collaboration is an important part of successful teaching, and is assessed through your personal dispositions, as outlined below.

## PROFESSIONAL DISPOSITIONS

In addition to the knowledge and skills you learn and reflect upon in your graduate program, it is expected that you will also reflect upon your own Professional Dispositions. Faculty will reflect with you on your Dispositions at several key points throughout your credential program. These dispositions are particularly important as you work with students in the tutoring lab this semester. Please take some time and reflect on the following dispositions, and your personal strengths and challenges in each area. Dispositions identified as important within the Department of Special Education include:

### **A. Personal qualities important to the teaching/education profession**

Possesses integrity, accepts responsibility, is highly motivated, evidences high academic achievement, displays perseverance, takes initiative, exhibits self-control, shows maturity of judgment, is punctual and reliable, demonstrates warmth and advocacy for children, and presents a professional appearance and demeanor.

### **B. Qualities important to collaboration**

Establishes rapport with others, assumes appropriate roles in the collaborative process, works well with others and communicates respectfully, demonstrates effective communication skills, values teamwork, demonstrates a respectful appreciation for diverse perspectives, demonstrates a commitment to achieving team goals, and seeks to develop and maintain professional workplace relationships.

**C. Commitment to professional growth**

Responds appropriately to supervision, reflects on/evaluates strengths and areas for improvement, accepts constructive criticism and suggestions, displays interest and curiosity in the learning process, uses suggestions to improve skills and understanding, values life-long learning, strives to achieve competence and integrity, and is a self-directed learner.

**D. Commitment to diversity and social justice**

Demonstrates cultural respect and understanding, believes in equal educational/vocational opportunity, displays sensitivity to ethnically, linguistically, cognitively, physically, socially diverse groups and individuals, advocates high and appropriate expectations for all students, and treats all people equally. Believes all individuals can learn, despite severity of disability, and is committed to serving students with diverse needs, cultural and linguistic backgrounds, and developmental levels.

**E. Commitment to ethical practices**

Maintains confidentiality, displays ethical behavior, is honest and trustworthy, abides by legal mandates and ethical responsibilities, uses sound, informed judgment. Committed to ethical professional activities that benefit individuals with exceptionalities and their families