

DOCUMENTED AREAS AND TOPICS TO ADDRESS IN CLINICAL EXPERIENCES

Date: _____

Candidate: _____

Mentor: _____

Placement Site: _____

Grade/Subject/Placement Description: _____

This form is to be completed by the mentor, supervisor/liaison, or course instructor when there is a concern originating in a clinical experience placement. Areas for improvement and topics should be documented and addressed as early as possible. Please describe in detail the area(s) of concern in the current placement. Also include details of initial meetings about the areas to be addressed being documented. (Attach pages as needed.)

When complete, this form should be submitted to the assigned supervisor, liaison, or course instructor (if not supervised). The supervisor will get signatures from the candidate and the mentor and submit the form to the Program Coordinator or Department Chair.

Candidate: _____ Date: _____

Mentor: _____ Date: _____

Supervisor/Liaison: _____ Date: _____

Program Coordinator/Department Chair: _____ Date: _____

The Program Coordinator will contact the candidate and schedule a meeting to discuss the documentation. The Office of Clinical Experiences will be notified of any action taken and if changes are being requested in the clinical placement.

Office of Clinical Experiences Professionalism Form

| | Exceptional (4) | Proficient (3) | Developing (2) | Unacceptable (1) | Not Applicable |
|-------------------------------------|--|---|--|--|--|
| Communication InTASC 10 | The TC demonstrates professional communication skills, including the ability to listen and respond to others appropriately in a wide range of settings and uses feedback in a positive manner to advance their own or student learning | The TC professionally communicates via all mediums (i.e. oral, written, pictorial, social media, etc.) employing standard English and respect for all stakeholders, and adheres to guidelines and/or policies related to use of social media, institutional, and private. | The TC uses communication skills to collaborate with others and exchange information in ways using conversational email and/or other forms of communication. | The TC uses profanity, or other disrespectful, demeaning communication, in appropriate use of social media. | The TC did not have the opportunity to demonstrate this disposition. |
| Punctuality In TASC 9 | The TC exhibits punctuality in all responsibilities and is highly prepared and organized to participate in class or field experiences to enhance their own and/or student learning. | The TC exhibits punctuality in all responsibilities, including attendance, submission of assigned tasks. Notifies supervisor and CT for tardiness and absences. | The TC exhibits limited consistency of punctuality in responsibilities, including absences, assigned tasks, and in notifying CT and supervisor. | The TC is consistently tardy in attendance, submission of assigned tasks; fails to notify CT and supervisor. | The TC did not have the opportunity to demonstrate this disposition. |
| Professional Boundaries InTASC 9 | The TC demonstrates professional and personal boundaries by engaging in appropriate, ongoing collaboration with students and colleagues that contributes positively to a common culture of learning. | The TC establishes and maintains appropriate personal and professional boundaries with students and colleagues. | The TC demonstrates some understanding of professional and personal boundaries with students and colleagues. | The TC injects personal life into professional settings; establishes inappropriate enmeshment in relationships with students and colleagues. | The TC did not have the opportunity to demonstrate this disposition. |

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|---|---|--|--|--|--|
| Openness to Improvement InTASC 9 | The TC takes constructive feedback and demonstrate creativity, innovation, and responsiveness to new ideas to improve their own and/or student learning | The TC accepts constructive feedback and responds appropriately, engaging in self-reflection; evidencing growth from experiences. | The TC is resistant to constructive feedback at first but is more accepting over time. | The TC exhibits defensiveness or denial when given feedback; displays inability to self-reflect, shows repetitive dysfunction. | The TC did not have the opportunity to demonstrate this disposition. |
| Self-Regulation InTASC 9 | The TC reflects skill and self-regulation AND the ability to reframe situations to demonstrate positive emotional responsiveness to enrich their own or student learning. | The TC reflects skill in self-regulation, including displaying sensitivity to feelings of others; displaying assertiveness while respecting boundaries; demonstrates maturity and calmness when discussing sensitive issues. Demonstrates perseverance and resilience. | The TC reflects limited skills in self-regulation but can calm down when upset or cheer up when feeling down. | The TC is unable to persevere independently and gives up easily; reflects callousness or insensitivity to feelings of others; displays inappropriate emotion in times of crisis. | The TC did not have the opportunity to demonstrate this disposition. |
| Personal Experience & Hygiene InTASC 9 | The TC exhibits a professional appearance that includes hygiene, personal dress, manners, and actions according to the standards of the school and classroom. | The TC exhibits professional self-awareness and respect for others, resulting in excellent and personal dress and appearance that meet the expectations of the school and classroom. | The TC is not fully aware of personal appearance and hygiene, responds to feedback with a limited willingness to change. | The TC displays an unkempt appearance or inattentiveness to hygiene. | The TC did not have the opportunity to demonstrate this disposition. |

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|--|---|---|--|---|--|
| Leadership & Collaboration inTASC 10 | The TC brings innovation to the learning experience and supports colleagues. The TC collaborates with students, families, and other stakeholders to meet challenges. The TC is involved in the profession and is constantly pursuing improvement. | The TC initiates collaboration and welcomes feedback leading to change that will enhance professional and student learning. The TC initiates collaboration with families to enhance student learning. | The TC willingly cooperates with colleagues and families to enhance student learning. | The TC seeks to operate independently | The TC did not have the opportunity to demonstrate this disposition. |
| Effective Facilitation InTASC 1, 7, 8 | The TC utilizes differentiated instruction based on diverse learner needs. The TC seeks input from all stakeholders including colleagues, cooperating teachers, and supervisors. | The TC uses differentiated instruction based on diverse learner needs and feedback from cooperating teachers, instructors, and supervisors. | The TC is open to consider different methods of instruction based on feedback from instructors, cooperating teachers, and supervisors. | The TC ignores/disregards individual differences in instruction and does not employ feedback from cooperating teacher, instructors, and/or supervisors. | The TC did not have the opportunity to demonstrate this disposition. |
| Assessment & Reflection InTASC 6 | The TC values genuine assessment: involving students in self-assessment, using assessment data to inform future instruction, to give feedback in a timely manner, and adjusts instruction based on learner needs. | The TC uses assessment data to inform future instruction, and to give timely feedback. | The TC gives timely feedback based on assessment results. | The TC does not provide actionable feedback and does not alter instruction based on learner needs. | The TC did not have the opportunity to demonstrate this disposition. |

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|--|--|---|---|---|--|
| Diverse Learners & Environments InTASC 2, 3 | The TC values that all learners can reach high levels of achievement and establishes a network of support to foster that achievement. | The TC understands that all learners can achieve and welcomes support to foster the achievement. | The TC seeks to assist all learners to achieve. | The TC discriminates between learners indicating that not all learners can achieve. | The TC did not have the opportunity to demonstrate this disposition. |
| Ethics & Professional Responsibility InTASC 9 | The TC operates in an ethical and legal manner continuously self-evaluating the impact of personal bias on learner achievement and constantly seeks opportunities for reflective self-improvement. | The TC operates in an ethical and legal manner and is open to evaluation of the impact of personal bias on learner achievement. | The TC operates in an ethical and legal manner. | The TC gives little evidence of consideration of legal or ethical implications of instructional methods, learners | The TC did not have the opportunity to demonstrate this disposition. |