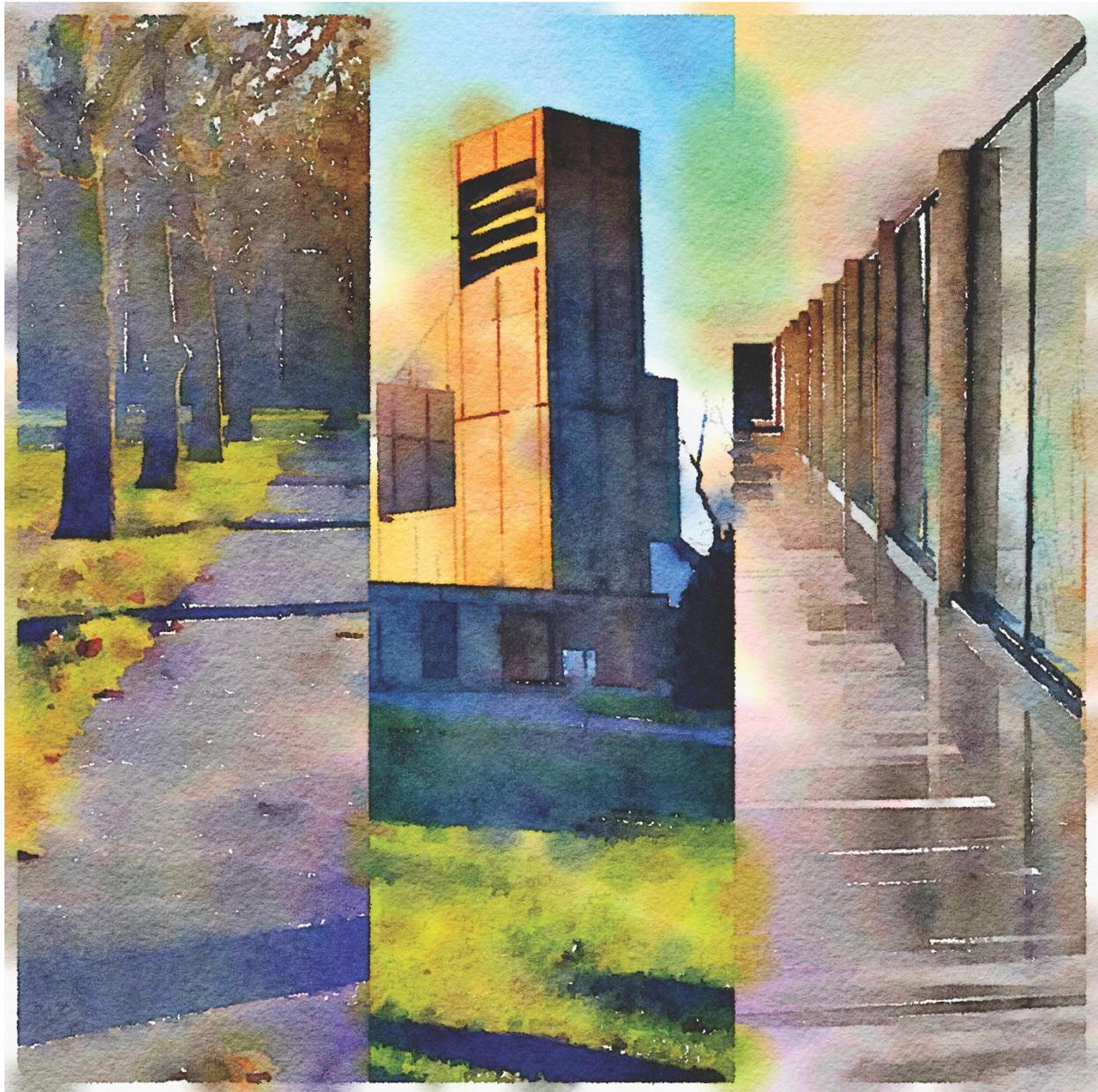


BUTLER

COLLEGE *of* EDUCATION

GRADUATE STUDENT HANDBOOK

2021 - 2022



INTRODUCTION

The College of Education Graduate Student Handbook applies to all students enrolled in courses and programs offered for graduate credit by the College of Education (also referred to as COE or “the College”). Additional policies and procedures that apply to all Butler University (“BU”) students are outlined in the Butler University Student Handbook, currently located at <https://www.butler.edu/student-handbook>.

Policies and procedures in this Handbook are reviewed annually. Students are responsible for reviewing the most current version of the Handbook located on the College of Education website at <https://www.butler.edu/coe>.

ACKNOWLEDGEMENTS

Thank you to the College of Pharmacy and Health Sciences and School of Music at Butler University, as their respective student handbooks served as models for this document.

Cover art for the handbook was designed by Polly Jin, '19.

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VISION OF THE COLLEGE OF EDUCATION

*We need a valid vision. We need the will. With vision and will, everything is possible.
-Asa G. Hilliard III*

The College of Education envisions a world where educators serve as inclusive collaborators and agents of change toward a just society. We work toward a world in which the histories and strengths of individuals and their communities are valued, respected, and integrated into the education of all.

MISSION OF THE COLLEGE OF EDUCATION

The mission of the College of Education is to provide accessible, meaningful, and expansive professional preparation that enables educators to create conditions for individuals to reach their full potentials and for schools and communities to thrive.

ACADEMIC POLICIES AND PROCEDURES

COE GRADUATE PROGRAMS

Specific information on each program can be found at <https://www.butler.edu/coe/graduate-programs>.

DEGREE PROGRAMS

- MS: School Counseling
- MS: Experiential Program for Preparing School Principals (EPPSP)
- MS: Effective Teaching & Leadership (METL) -- *Not accepting new admits*

CERTIFICATE PROGRAMS

- Applied Educational Neuroscience
- Licensed Mental Health Counselor (LMHC)
- Secondary Content + ENL Licensure (PACE) -- *Not accepting new admits*

Some graduate courses are also available to qualified students not enrolled in one of the programs above. See below for more information.

APPLICATION & ADMISSION

APPLICATION REQUIREMENTS

Degree Programs

- School Counseling: <https://www.butler.edu/school-counseling/application-process>
- EPPSP: <https://www.butler.edu/college-education/admission-process-eppsp>
- METL: <https://www.butler.edu/teaching-leadership/admission-process>

Certificate Programs

- LMHC: <https://www.butler.edu/lmhc-certification>
- Applied Educational Neuroscience: <https://www.butler.edu/coe/applied-educational-neuroscience>

Non-Degree/Non-Certificate

A person holding a baccalaureate degree from a regionally-accredited college or university who wishes to take graduate courses for any purpose other than obtaining an advanced degree must file a graduate non-degree application. Forms may be obtained from and submitted to the BU Office of Admissions or online at www.butler.edu/apply. Additionally, an official transcript noting an earned baccalaureate degree must be mailed directly from the issuing institution to the Office of Admission. Applications must be received one week prior to the first day of class.

If a non-degree student later wishes to enter a degree program, the student must complete a graduate degree-seeking application and follow applicable admissions procedures for the program.

ADMISSION PROCEDURES

Admission procedures, requirements, and timelines differ by program. While all admission decisions at the graduate level are reviewed by the COE Graduate Studies Learning and Teaching team, final authority rests with the director of each program. Students wishing to appeal a decision must follow the procedures outlined in the section below titled "Appeals Process."

COURSE ENROLLMENT

Matters related to registration and enrollment are managed by the Office of Registration and Records. Visit their website for tutorials and updated information: <https://www.butler.edu/registrar/>.

ENROLLMENT PROCEDURES

Students granted admission as a degree or non-degree student are eligible to enroll in certain COE courses after receiving login credentials from the university. All registration is handled electronically at <http://my.butler.edu>. Degree students should consult program materials and their advisor prior to registration to familiarize themselves with program requirements and registration deadlines.

Specific procedures for class registration are outlined at <https://www.butler.edu/registrar/registration>. Common problems such as failure to accept financial responsibility, time conflicts, and advising/financial holds are addressed at this site, and help is available from personnel in the Office of Registration and Records.

WAITLIST AND PERMISSION NUMBERS

Waitlists: In rare circumstances, graduate students may be unable to register for a course that has reached its maximum enrollment. In these cases, students should utilize the waitlist feature in my.butler.edu to be automatically enrolled in the course when a seat becomes available.

Permission Numbers: Occasionally, permission numbers may be necessary during course enrollment, particularly when needed to override or co-enroll in a prerequisite due to extenuating circumstances (upon approval of advisor). In this case, the student should secure the permission of the instructor and his/her advisor who will assist the student in securing a permission number from the Assistant Dean. Once permission has been granted, the student will be notified by the Assistant Dean that he/she may self-enroll in the course through my.butler.edu.

WITHDRAWING FROM COURSES

Prior to withdrawing from a course, students should consult their academic advisor to discuss potential academic ramifications. Students should next consult the Registrar's website for withdrawal and refund deadlines, as well as the most current policies and procedures regarding course withdrawal and course repeat. Finally, students should consult the Financial Aid Office (Robertson Hall—lower level) and the Office of Student Accounts (Jordan Hall 102) to determine how withdrawing from a course might impact financial aid, billing, refund eligibility, and future enrollment.

To access University information regarding policies surrounding drop, add, or withdrawal, please visit:

<https://www.butler.edu/registrar/drop-add-withdraw>.

*Note that courses taken during the summer term have much shorter deadlines related to drops, withdrawals, and refunds based on the shorter length of these courses.

COMPLETE WITHDRAWAL FROM THE UNIVERSITY

In compliance with the Butler University Student Handbook, COE students who wish to initiate a voluntary withdrawal from the University for any reason other than medical hardships should meet with the Assistant Dean to process the withdrawal. Questions about tuition refunds should be directed to the Office of Student Accounts. Questions about potential impact on future financial aid and/or scholarships should be directed to the Office of Financial Aid.

Students who wish to withdraw for medical reasons should contact the Assistant Dean of Students in Student Affairs, who can clarify the needed documentation. Medical Withdrawal Policy can be found in a PDF linked to <https://www.butler.edu/student-accounts/billing-payment/withdrawal-policy>.

Please consult the Butler University Student Handbook for information regarding involuntary withdrawals due to suspension or expulsion.

RENEWED ENROLLMENT FOLLOWING WITHDRAWAL

Any student whose attendance is interrupted by one academic year or more must file an "Application for Renewed Enrollment." See the "Renewed Enrollment" section on the following site for more information: <https://www.butler.edu/bulletin/admission/graduate-enrollment>.

MISCELLANEOUS ACADEMIC POLICIES

DEGREE TIME LIMITATIONS

Beginning at the time when their first graduate degree-applicable course is taken, students in programs consisting of 30-credit hours or less have five years to complete the degree requirements, while students in longer programs have seven years.

GPA & GRADE REQUIREMENTS

Students must earn a cumulative GPA of 3.0 or higher AND a grade of C or higher in each required course to receive a degree or certificate. Courses in which a student earns a grade lower than C (e.g., C-, D, F) will not count toward degree requirements, but will be factored into a student's cumulative GPA. Students may retake courses to meet the requirements above, but in no case will a student be allowed to take more than 12 credit hours in excess of the degree requirements to do so. Any graduate student who fails to make satisfactory progress in coursework requirements may be declared academically ineligible for additional enrollment.

TUITION & FEES

The current schedule of tuition and fees is located at <https://www.butler.edu/tuition>.

ACADEMIC ACCOMMODATIONS

It is the policy and practice of Butler University to provide reasonable accommodations for students with properly documented disabilities. Written notification from Student Disability Services is required. If you are eligible to receive accommodations and would like to request them for a course, please contact Student Disability Services. Allow one-week advance notice to ensure enough time for reasonable accommodations to be made. Otherwise, it is not guaranteed that the accommodation can be provided on a timely basis. Students who have questions about Student Disability Services or who have, or think they may have, a disability (psychiatric, attentional, learning, vision, hearing, physical, medical, etc.) are invited to contact Student Disability Services for a confidential discussion in Jordan Hall, Room 136 or by phone at 940-9308.

APPEALS PROCESS

Students wishing to appeal a grade or other academic decision are asked to follow the steps outlined below. If a student has any other issue or concern, they should contact the Associate Dean of COE for an appointment and explanation of next steps.

1. Confer with the instructor of the course (if applicable) to clarify reasons for the decision(s).
2. If no resolution is reached, contact the program director for your area of study.
3. If no resolution is reached, contact the Chair of Graduate Learning and Teaching (currently Dr. Nick Abel, nabel@butler.edu, 317.940.9577).
4. If no resolution is reached, submit a written appeal to the Associate Dean of COE. Your case will then be presented to the COE Appeals Committee, which consists of all members of the COE Leadership Team with the exception of the Dean. The committee will determine an appropriate course of action and notify the student in writing.
5. If no resolution is reached, submit a written appeal to the Dean of COE who will make a final determination in the case.

**Students who choose not to follow the steps outlined above may jeopardize their ability to utilize each step of the appeal process.*

COURSE EVALUATIONS

During the latter weeks of an academic term, students will have the opportunity to evaluate their courses and instructors. This is a responsibility that should be taken seriously, as fair and objective feedback from students can be very helpful in improving the quality of education in the COE. Positive and constructive suggestions are beneficial in aiding the faculty in creating learning environments in which students can be successful. Copies of course evaluation results are made available to the individual faculty member, the Chair of Graduate Learning & Teaching, the Associate Dean, and the Dean.

TRANSFER CREDIT

Degree programs may accept transfer credit from accredited institutions of higher education under certain circumstances. All requests must be made via completion of the Request for Transfer of Graduate Credit form available at <https://www.butler.edu/file/2405/download>. Requests will be reviewed by program faculty who will make the final determination on the awarding of credit. More information can be found at <https://www.butler.edu/registrar/transfer-credits>

TRANSCRIPTS

Requests for your official university transcript should be made online at <https://www.butler.edu/registrar/transcripts-and-verifications>.

GRADES OF INCOMPLETE

A grade of “Incomplete” may be assigned by an instructor when exceptional circumstances beyond the student's control prevent completion of a course. Visit the following site for further information: <https://www.butler.edu/registrar/incomplete-policy>.

GENERAL INFORMATION AND POLICIES

FINANCIAL AID

All inquiries and requests related to financial aid are handled through the Financial Aid Office in Robertson Hall. Each student has an assigned financial aid advisor who should be their first point of contact. More information is available at <http://www.butler.edu/financial-aid/>.

ENDOWED SCHOLARSHIPS

Students in graduate degree programs may be eligible to apply for certain endowed scholarships. The list of awards and criteria is typically published by the Financial Aid Office in late-February, with graduate students being invited to apply via email in March. While scholarship criteria vary by award, a cumulative GPA of 3.0 is required and financial need is considered in awarding most scholarships. Applications are reviewed by the COE Graduate Studies Learning and Teaching Team, the chair of which will notify award recipients in writing.

CAMPUS SAFETY

<https://www.butler.edu/bupd>

PERSONAL SAFETY

<https://www.butler.edu/bupd/personal-safety-information>

COUNSELING SERVICES

<https://www.butler.edu/counseling-services>

PROFESSIONAL CONDUCT

DISPOSITIONS

Dispositions are of such importance that a student’s attitudes and behaviors often can and do impact or even negate their knowledge and skills as a professional. As such, graduate students are evaluated on the following dispositions at regular intervals (see Appendix A) during their studies in the COE:

1. Displays appropriate level of professional behavior
2. Demonstrates the belief that all students can learn.
3. Shows appreciation and skills needed for teaching, learning, and mentoring.
4. Demonstrates collegiality and collaboration.

Assessment and feedback on dispositions is provided to students via the Graduate Studies Disposition Expectations & Indicators form (GSDEI; Appendix B). For more information on specific program policies and evaluation points, contact the program director for your area of study.

In cases when a student's disposition ratings indicate the need for improvement, a Growth Plan (Appendix B) is developed and monitored using the following process:

- Instructor informs student of the need for a Growth Plan given the ratings assigned on the GSDEI form.
- Student and instructor meet to collaboratively develop a Growth Plan using the GSDEI as a guide.
- During the next semester, the plan is monitored by the Assistant Dean at the following points:
 - Student meets with the Assistant Dean in the first two weeks of the term to discuss the plan and obtain a signature form. Students share the Growth Plan with instructors of current courses (and coaches, if applicable) and obtain signatures from each acknowledging awareness.
 - At the halfway point of the semester, the student again obtains signatures from their instructors (and coaches) indicating whether progress is being made per the growth plan. Students return the form to the Assistant Dean.
 - After the semester, the student again obtains signatures as described above and meets with the Assistant Dean. Based on feedback from instructors/supervisors, the Assistant Dean will determine whether the terms of the Growth Plan have been met.
- Students who do not successfully complete a Candidate Growth Plan in the initial semester or are required to complete another Candidate Growth Plan after successfully completing one from a prior semester, will be required to meet with representatives of the COE Recruitment, Retention and Recognition Committee and his/her Academic Advisor within the aa/drop period of the next semester. At that time, students will be asked to present a plan that addresses the identified issues in a way that provides specific steps towards growth. The committee will then decide whether to accept the plan, revise the plan, or ask the student to drop his/her COE coursework for that semester.

STUDENT CONDUCT POLICY

According to the Overview of the Student Conduct System outlined in the Butler University Student Handbook (<https://www.butler.edu/student-handbook/rules-conduct>), as stated by the University, the student conduct process is an extension of the educational mission of the University. The process is intended to educate students about appropriate behavior and the potential consequences of one's actions and choices. It promotes learning, personal responsibility, self-discipline, respect for others and self, and the support of the educational values of the community.

The University President has delegated the responsibility for matters of student conduct to the Vice President for Student Affairs. In an atmosphere of mutual respect, this responsibility has traditionally been shared by members of the Butler community—students, faculty and administration alike. It is within this scope that the College of Education views its responsibility to hold students to a professional code of conduct.

GRIEVANCES/COMPLAINTS

The College recognizes that situations may arise in which a student believes they have been treated unjustly. As noted in the Butler University Student Handbook, all members of the University community should attempt to resolve grievances as soon as possible as, typically, the opportunity to gather information is greatest at the earliest point in time. In general, addressing a grievance should start at the lowest possible level and follow one of the procedures outlined below:

- Students concerned about an issue related to their program of study should follow the process outlined above in the section titled “Appeals Process” in the section titled “Academic Policies and Procedures.”
- Students who believe they have been subject to sexual misconduct may follow the procedures outlined at <https://www.butler.edu/sexual-misconduct/report>.
- Students may also file a formal complaint with the University at <https://www.butler.edu/student-handbook/campus-grievance> following or in lieu of the process above.

GRADUATION POLICIES

APPLICATION FOR GRADUATION

Students in degree programs should apply for graduation about a year in advance of completing all degree requirements. The application for graduation is found in your “Student Center” at my.butler.edu. This application is necessary even if you do not plan to take part in the Commencement ceremony. Submitting the form triggers a graduation audit process and provides a vehicle for students to indicate exactly how they want their names formatted on the diploma. More information on the specific process to apply for graduation can be found at www.butler.edu/registrar/graduation.

PERMISSION TO WALK AT COMMENCEMENT WITHOUT FULL COMPLETION OF DEGREE

In certain circumstances, students may seek permission to participate in a university commencement ceremony prior to completion of the degree requirements. Students wishing to do so should follow the steps below and contact their advisor or program director with further questions.

1. The student must see his/her academic advisor to verify deficiencies.
2. A plan for completion of the deficiencies must be agreed upon by the student and his/her advisor.
3. The student must submit a letter to their advisor requesting to participate (“walk”) in the commencement ceremony. Letters must include a plan for removing each deficiency, including a scheduled date of completion.
4. Upon approval, the advisor will sign the letter and forward it to the Assistant Dean.
5. The student then applies for graduation through the Office of Registration and Records.

As noted on page 9, graduate students are evaluated on dispositions using the Graduate Studies Disposition Expectations & Indicators (GSDEI) form at regular intervals during their studies in the COE. While students are expected to meet the expectations laid out on the GSDEI form throughout their time in the program and in all settings in which their behavior could reflect on Butler (including workshop courses, clinical/field-based experiences, online interactions, etc.), the courses listed below have been specifically designated as disposition evaluation points at which students will be provided feedback and ratings related to their dispositions. For more information about specific program policies and evaluation points, contact the program director for your area of studies.

ED 557

ED 559

ED 569

ED 658

ED 712

ED 722

COLLEGE OF EDUCATION GRADUATE PROGRAMS: DISPOSITION EXPECTATIONS AND INDICATORS

About the instrument: *This instrument serves as a checklist to provide feedback to candidates as their understanding of professional dispositions evolves AND as a rubric that shows growth over time as they progress through the program transition points/phases. The indicators were designed by faculty to align to our Core Values, and the expectations under each indicator were based on input from students.*

CANDIDATE'S NAME: _____ INSTRUCTOR(S): _____

COURSE: _____ PHASE: ____ INITIAL ____ INTERMEDIATE ____ ADVANCED

SEMESTER: _____ ADVISOR: _____

ASSESSMENT: Candidates are assessed on each indicator at the developmental level that corresponds to the course/phase for which they are enrolled. Expectation changes from phase to phase are indicated in *italics*.

SCORING: Instructor marks the box next to each expectation exhibited by the candidate and assigns a score for each indicator based upon the guidance below. The target score for each indicator is a 3.

- 4: Candidate exceeds* expectations in the indicator column for their phase
 - *Exceeds = meets all expectations for their phase, plus some expectations in the next phase.*
- 3: Candidate meets all expectations in the indicator column for their phase
- 2: Candidate meets at least half of the expectations in the indicator column for their phase
- 1: Candidate meets less than half of the expectations in the indicator column for their phase

OUTCOME: Outcomes are attached to candidate scores as indicated below:

- Score of 3 and/or 4 on each indicator: No Intervention Required
- One or two scores of 2: Intervention Recommended (Professional Growth Plan)
- More than two scores of 2 or any scores of 1: Intervention Required (Professional Growth Plan)

INTERVENTION:

- Candidates receiving all 3's and 4's are encouraged to set individual goals for continued growth.
- Candidates for whom a Professional Growth Plan is recommended should create a plan and goals in cooperation with the instructor and report progress to their academic advisor during the next term.
- Candidates for whom a Professional Growth Plan is required **must** 1) create a plan and goals in cooperation with the instructor; 2) share the plan with their academic advisor and the COE Assistant Dean; and 3) successfully complete the plan and goals during the next term. Failure to comply with any of these steps could lead to removal from the program.

Statement of Disclosure: *The student has seen a copy of the disposition assessment and has had a chance to ask questions prior to intervention.*

Signature of Student: _____

Signature of Instructor: _____

INDICATOR: DISPLAYS AND TAKES RESPONSIBILITY FOR PROFESSIONAL BEHAVIOR AND ETHICS												
CORE VALUE: Integrity and Responsibility				INTASC STANDARDS: 9 – Professional Learning & Ethical Practice								
INITIAL PHASE				INTERMEDIATE PHASE				ADVANCED PHASE				
<input type="checkbox"/> Maintains a professional manner, dress and communication <input type="checkbox"/> Submits required work accurately, grammatically correct and on time <input type="checkbox"/> Arrives on time to field experiences and class <input type="checkbox"/> Admits mistakes and accepts constructive criticism with a willingness to learn and correct with time <input type="checkbox"/> Reflects on professional practice <input type="checkbox"/> Understands there will always be room to grow and improve their practice <input type="checkbox"/> Understands the Core Values of the COE <input type="checkbox"/> Understands professional ethics and confidentiality in both writing and conversation <input type="checkbox"/> Represents the COE in a professional manner in all settings (e.g., on campus, off campus, online) and makes choices that reflect positively on the program.				<input type="checkbox"/> Maintains a professional manner, dress and communication <input type="checkbox"/> Submits required work accurately, grammatically correct and on time <input type="checkbox"/> Arrives on time to field experiences and class <input type="checkbox"/> Admits mistakes and accepts constructive criticism with a willingness to learn and correct with time <input type="checkbox"/> Reflects on professional practice and student learning / development <input type="checkbox"/> Understands there will always be room to grow and improve their practice and identifies ways to do so <input type="checkbox"/> Models the Core Values of the COE <input type="checkbox"/> Exhibits professional ethics and confidentiality in both writing and conversation <input type="checkbox"/> Represents the COE in a professional manner in all settings (e.g., on campus, off campus, online) and makes choices that reflect positively on the program. <input type="checkbox"/> Demonstrates a growth mindset and views challenges as opportunities for personal development				<input type="checkbox"/> Maintains a professional manner, dress and communication <input type="checkbox"/> Submits required work accurately, grammatically correct and on time <input type="checkbox"/> Arrives on time to field experiences and class <input type="checkbox"/> Admits mistakes and accepts constructive criticism with a willingness to learn and correct with time <input type="checkbox"/> Reflects on professional practice and student learning / development and assumes responsibility for student success <input type="checkbox"/> Understands there will always be room to grow and improve their practice and identifies and acts on ways to do so <input type="checkbox"/> Models the Core Values of the COE <input type="checkbox"/> Exhibits professional ethics and confidentiality in both writing and conversation and is aware of legally required exceptions to confidentiality <input type="checkbox"/> Represents the COE in a professional manner in all settings (e.g., on campus, off campus, online) and makes choices that reflect positively on the program. <input type="checkbox"/> Demonstrates a growth mindset and views challenges as opportunities for personal development				
1	2	3	4	1	2	3	4	1	2	3	4	

INDICATOR: DEMONSTRATES A BELIEF THAT ALL STUDENTS CAN LEARN											
CORE VALUE: DIVERSITY AND SIMILARITY				INTASC STANDARDS: 1- Learner Development and 2 – Learning Differences							
INITIAL PHASE				INTERMEDIATE PHASE				ADVANCED PHASE			
<input type="checkbox"/> Considers the educational needs of all students in a caring, culturally responsive, and consistent manner <input type="checkbox"/> Begins to understand the impact of bias and discrimination based on race, class, gender, disability/exceptionality, sexual orientation, language, etc. on students and their learning <input type="checkbox"/> Believes that high quality education is a fundamental right of all students <input type="checkbox"/> Is motivated to meet the needs of all students				<input type="checkbox"/> Considers and begins to plan for the educational needs of all students in a caring, culturally responsive, and consistent manner <input type="checkbox"/> Understands the impact of bias and discrimination based on race, class, gender, disability/exceptionality, sexual orientation, language, etc. on students and their learning <input type="checkbox"/> Believes that high quality education is a fundamental right of all students <input type="checkbox"/> Is prepared and motivated to meet the needs of all students <input type="checkbox"/> Understands that equity is different from equality <input type="checkbox"/> Is able to plan thoughtfully through the lens of culturally responsive practice				<input type="checkbox"/> Consistently plans for the educational needs of all students in a caring, culturally responsive, and consistent manner <input type="checkbox"/> Understands the impact of bias and discrimination based on race, class, gender, disability/exceptionality, sexual orientation, language, etc. on students and their learning and uses this knowledge to practice in a culturally responsive manner. <input type="checkbox"/> Believes that high quality education is a fundamental right of all students <input type="checkbox"/> Is prepared and motivated to meet the needs of all students <input type="checkbox"/> Understands that equity is different from equality and acts on that belief to provide opportunities for each student to be successful and grow <input type="checkbox"/> Is able to plan thoughtfully through the lens of culturally responsive practice and demonstrate impact on student learning and/or development			
1	2	3	4	1	2	3	4	1	2	3	4

INDICATOR: SHOWS APPRECIATION AND SKILLS NEEDED FOR TEACHING, LEARNING AND MENTORING												
CORE VALUE: Teaching Learning and Mentoring				INTASC STANDARD: 7 – Planning for Instruction								
INITIAL PHASE				INTERMEDIATE PHASE				ADVANCED PHASE				
<input type="checkbox"/> Demonstrates genuine enthusiasm for the profession <input type="checkbox"/> Engages in discussion and questioning that lead to learning <input type="checkbox"/> Thoughtfully reflects on questions related to the profession and professional identity <input type="checkbox"/> Understands the need to treat students with respect and care <input type="checkbox"/> Exhibits a belief that all students can succeed <input type="checkbox"/> Understands developmental stages and uses developmentally appropriate language				<input type="checkbox"/> Demonstrates genuine enthusiasm for the profession <input type="checkbox"/> Engages in discussion and questioning that lead to learning <input type="checkbox"/> Can articulate a stance on the profession and is developing a professional identity <input type="checkbox"/> Treats students with respect and care <input type="checkbox"/> Exhibits a belief that all students can succeed <input type="checkbox"/> Understands a variety of instructional methods <input type="checkbox"/> Understands developmental stages and uses developmentally appropriate language and student-centered practices				<input type="checkbox"/> Demonstrates genuine enthusiasm for the profession <input type="checkbox"/> Engages in and facilitates discussion and questioning that leads to learning <input type="checkbox"/> Is able to align a professional identity with practice <input type="checkbox"/> Treats students with respect and care <input type="checkbox"/> Exhibits and acts on a belief that all students can succeed <input type="checkbox"/> Demonstrates through practice an understanding of the importance of a student-centered curriculum <input type="checkbox"/> Uses a variety of instructional methods. <input type="checkbox"/> Works to instill a growth mindset in students and frequently provides constructive feedback to that end				
1	2	3	4	1	2	3	4	1	2	3	4	

INDICATOR: DEMONSTRATES COLLEGIALLY AND COLLABORATION												
CORE VALUE: Theory, Practice & Collaboration				INTASC STANDARD: 10 – Leadership & Collaboration								
INITIAL PHASE				INTERMEDIATE PHASE				ADVANCED PHASE				
<input type="checkbox"/> Understands the importance of effective communication in the classroom and field <input type="checkbox"/> Attends required class meetings and works with classmates outside of class on projects as a team player <input type="checkbox"/> Treats classmates and instructors with respect and collegiality				<input type="checkbox"/> Demonstrates effective communication skills in the classroom and the field <input type="checkbox"/> Attends required class meetings, works with classmates outside of class as a team player, and is prepared for field-based interactions <input type="checkbox"/> Treats classmates, instructors, and field-based staff with respect and collegiality <input type="checkbox"/> Seeks opportunities for professional conversations & activities beyond those required				<input type="checkbox"/> Practices honest two-way communication with peers, school & university personnel <input type="checkbox"/> Is engaged in and prepared for all class, group, and field-based work <input type="checkbox"/> Treats classmates, instructors, and field based staff with respect and collegiality <input type="checkbox"/> Seeks opportunities for professional conversations & activities beyond required <input type="checkbox"/> Anticipates and can address questions from faculty, field-based staff and/or parents <input type="checkbox"/> Is able to provide support and/or professional development to colleagues in				
								the areas of diversity, equity, and inclusion				
1	2	3	4	1	2	3	4	1	2	3	4	

CANDIDATE PROFESSIONAL GROWTH PLAN

Student Name: _____ Instructor: _____

Area(s) of Strength:

Area(s) of Growth:

Level of Intervention: _____ Personal Growth _____ Recommended _____ Required

What are the areas of growth and how were they identified?

Plan for Growth:

Indicators of Success:

Timeline:

Signatures upon completion:

Student _____

Instructor _____