



## College of Education

### Special Education Practicum Contribution and Professionalism Evaluation

At mid-semester and at the end of the semester, Mentor Teachers and/or School Principals will be asked to complete an online evaluation of the Temple Teachers' abilities to meet the following criteria for the practicum over the course of the semester:

**Attendance-** The Temple Teacher was present for every assigned day of his/her practicum experience, OR the Temple Teacher had one absence due to an unexpected emergency, and this absence was made-up on a day/time agreeable to the Mentor Teacher and/or School Principal.

**Punctuality** - The Temple Teacher arrived for every practicum visit on time or appropriately early. He/she always remained at the school, engaged in the visit, until the agreed-upon departure time.

**Professional Dress /Appearance** - The Temple Teacher dressed professionally for every field visit, keeping in mind appropriate footwear, dress/skirt length, shirt cut and style, and he/she was well-groomed.

**Professional Demeanor-** The Temple Teacher recognized, respected, and appreciated his/her position as a guest within the school and classroom. The Temple Teacher represented himself/herself, Temple University, and his/her school placement site well. He/she maintained a positive and engaged attitude throughout each visit.

**Professional Communication** - If/when the Temple Teacher had a conflict that prevented him/her from being present or on-time for a field visit, he/she contacted the host teacher immediately to apprise him or her of the situation. Colleagues and parents were always addressed by their last names. Phone calls and emails always included a salutation, correct punctuation, grammar, and capitalization, and concluded with a complimentary closing and the Temple Teacher's signature.

**Appropriate Interactions with Students, Peers, Colleagues, Families and Community Members** - The Temple Teacher used appropriate language at all times and interacted with and/or spoke of peers, colleagues, school staff, students, and students' families with respect at all times.

**Participation/ Involvement in the Classroom** - The Temple Teacher could always be counted on to provide meaningful support to students within the classroom, he/she was agreeable to support requests made by the mentor teacher and/or school principal, and he/she was fully engaged at all times with some type of field activity.

*Concerns about any of these areas should be brought to the attention of the Temple Coach and Temple's SPED Program Coordinator, Dr. Joseph Boyle, [joseph.boyle@temple.edu](mailto:joseph.boyle@temple.edu).*