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GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT  
GRADUATE SCHOOL OF EDUCATION

# **INTERNSHIP MANUAL**

EDCI 790: Foreign/World Language: Chinese  
French, German, Japanese, Korean, Latin, Spanish

## TABLE OF CONTENTS

INTRODUCTION.....	3
ELIGIBILITY FOR STUDENT TEACHING/INTERNSHIP.....	3
STUDENT TEACHING/INTERNSHIP PLACEMENTS.....	4
LENGTH OF STUDENT TEACHING/INTERNSHIP.....	4
FORMAT FOR STUDENT TEACHING/INTERNSHIP .....	4
Summary of Schedules for Placement 1 .....	5
Summary of Schedules for Placement 2.....	7
RESPONSIBILITIES OF THE TEAM.....	8
Teacher Candidate (TC) .....	8
Mentor Teacher (MT).....	8
University Supervisor (US) .....	9
DOCUMENTATION.....	10
GRADING POLICY .....	12
PROFESSIONAL DEVELOPMENT PORTFOLIO .....	13
SPECIAL ASSISTANCE FOR CANDIDATES .....	13
OTHER STUDENT TEACHING/INTERNSHIP REGULATIONS.....	14
Attendance .....	12
Absences.....	12
Substituting.....	12
Professional and Legal Responsibilities .....	12
Confidentiality of Records.....	12
Records Retention.....	13
Recommendations .....	13
REGULATIONS FOR LICENSURE IN VIRGINIA.....	15
APPENDICES.....	15
A. Worksheet for Informal & Formal Classroom Observation (A-1, A-2).....	17
B. Experience Checklist.....	22
C. Lesson Plan Elements / Sample Lesson Plan (C-1, C-2) .....	23
D. Progress Report.....	28
E. Log of Hours (E-1, E-2).....	29
F. Summary of Placement(s), Supervisors, Hours and Final Grade.....	31
G. Summary Observation Report.....	32
H. Profile for Evaluation of Teacher Candidates .....	34
I. Portfolio Guidelines (I-1, I-2) .....	38
J. Portfolio Evaluation ( <b>under construction</b> )	
L. Evaluation of the Student Teaching Manual.....	45
M... Teacher Candidate Assmt. Rubric (InTASC, ISTE Standards).....	47

## INTRODUCTION

The Graduate School of Education's programs are aligned with learned societies and our faculty members are committed to GSE priorities. As a result, teacher candidates are prepared to be reflective practitioners who are responsive to diversity and effective professionals who use research-based practices and integrate technology. Field experiences and internships are an integral part of coursework and are the most significant opportunities for candidates to apply new knowledge, skills and dispositions.

The internship, the final course and culminating experience in GMU's state-approved teacher education programs, provides opportunities for extended practice under the guidance of experienced professionals from the school and university. Such professionals in the schools are called Mentor Teachers (MTs). The other member of the support team for a teacher candidate (TC) is the University Supervisor (US), who may be regular faculty, adjunct faculty, or a graduate assistant with experience in the licensure area.

The purpose of this Internship Manual is to provide guidance for the team of TC, MT, and US during student internships in Foreign and World Languages (all endorsements). This manual does not attempt to provide detailed assistance on planning, teaching, observation, supervision, or evaluation. These are covered in coursework or other training provided to members of the team, and help is available for the asking. Additional information on these topics is available in resource materials, which are available for reference in the Johnson Center Library.

## ELIGIBILITY FOR INTERNSHIP

Eligibility for internships requires:

1. Good academic standing
2. Satisfactory completion of all other coursework in the licensure program
3. Submission of scores on:
  - a. Praxis I tests for Reading, Writing, and Mathematics
  - b. Virginia Communication and Literacy Assessment (VCLA)
  - c. ACTFL Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT) **effective Spring 2008.**

In addition to these requirements, licensure candidates seeking endorsements in French, Spanish, and/or German must take and pass the Praxis II: French (169), Spanish (161), and/or German (162).

Language proficiency is a critical component of the licensure program. Licensure Candidates who achieve below Advanced Low on the OPI / WPT and/or do not pass the Praxis II (for French, German, or Spanish) may not be eligible for completing the internship. Additional courses in the target language may be required to improve language proficiency. This could seriously delay the licensure process. Therefore, students are **strongly encouraged** to take the OPI / WPT well in advance of the student teaching/internship.

The Professional Licensure Committee(PLC) acts on requests for waivers of requirements and for approval of on-the-job internships.

## INTERNSHIP PLACEMENTS

Requests for placements are processed in the Educator Preparation Office (EPO) based on students' applications and the availability of qualified mentor teachers recommended by principals.

Placements also depend on the school divisions' conditions for accepting teacher candidates and the availability of mentor teachers to supervise. For example, Fairfax County Public Schools attempts to equalize the number of students placed in each administrative area. In Arlington County, students may be interviewed before placement. All school divisions require submission of transcripts and documentation of testing for Tuberculosis.

Assignments of university supervisors are made immediately before the semester begins on the basis of their expertise and teaching/research loads. Qualified graduate assistants and adjunct faculty are employed as university supervisors when a regular faculty member is not available.

Changes in internship placements and university supervisor assignments are made rarely and only for serious reasons. Such changes must be coordinated through the EPO, which also must be informed of changes in MT assignments and any changes in the intern's name, address, and phone number.

## LENGTH OF INTERNSHIP

Mason requires 300 student teaching clock hours, including 150 clock hours of direct teaching. This commitment is a 16-week full-time experience. These requirements exceed the current state licensure requirement. An extended period of student teaching provides better preparation and is protection against contingencies such as illness or other interruptions. Students are expected to complete the full semester of internship except in unusual circumstances. In such cases, the Director of Educator Preparation may approve early termination based on the recommendation of the US and MT.

**On-the-job candidates will be required to complete a minimum of 20 hours of observation and, if possible, direct teaching in an alternative grade level in order to meet internship requirements.**

## FORMAT FOR INTERNSHIP

Teacher candidates in the Foreign/World Language program spend half of the internship period at the elementary grade level (K-5), and then switch to the secondary level (6-12). This often requires a change of school.

In all cases, the teacher candidate begins by observing and co-teaching and then gradually assumes responsibility for instruction until he or she carries the full teaching load. Toward the end of the assignment, the candidate gradually returns responsibility for instruction to the classroom teacher. During the transition periods before and after independent teaching, the teacher and the student may co-teach or share responsibility for specific periods or subjects.

However, candidates should always progress at a rate appropriate to their preparedness to assume responsibility for instruction.

**SUMMARY OF SCHEDULES FOR STUDENT TEACHING  
FOREIGN/WORLD LANGUAGES  
\*First Placement\***

	<b>Teacher Candidate (TC)</b>	<b>Mentor Teacher (MT)</b>	<b>University Supervisor (US)</b>
<b>First Placement Prior to First Week</b>	<input type="checkbox"/> Attend Orientation to meet US and receive materials for MT <input type="checkbox"/> Contact schools early to meet principals and MT		<input type="checkbox"/> Attend Mason orientation to receive manual, assignments, and to meet TCs <input type="checkbox"/> Communicate expectations
<b>Weeks 1-4</b>	<input type="checkbox"/> Begin Log of Hours (E-2) <input type="checkbox"/> Attend any orientations to schools and class(es). <input type="checkbox"/> Observe and assist MT <input type="checkbox"/> Co-plan / Co-teach beginning with 1-2 sections or specific lessons <input type="checkbox"/> Prepare 3-ring binder for: <ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Journal entries</li> <li>• Log of hours (E-2)</li> <li>• Completed Informal Observation Reports by MT (A-2)</li> <li>• Completed Progress Reports -- biweekly with MT (D)</li> <li>• Completed Formal Classroom Observation Reports by US (A-1)</li> <li>• Completed Summary Observation Report by US (G)</li> <li>• Completed Profile Evaluation Reports by US with MT for midterm and final evaluations (H)</li> <li>• Completed Summary Of Placement by US with MT (F)</li> </ul> <input type="checkbox"/> Begin Professional Development Portfolio (refer to I-1)	<input type="checkbox"/> Conduct school-based orientation <input type="checkbox"/> Review student-teaching plan with TC and US <input type="checkbox"/> Team plan and co-teach with TC <input type="checkbox"/> Conduct Informal Observations (A-2) <input type="checkbox"/> Complete Progress Reports biweekly with TC (Appendix D)	<input type="checkbox"/> Contact MTs to visit sites and to meet principals (both placements) <input type="checkbox"/> Clarify procedures with MT <input type="checkbox"/> Schedule observations as feasible
<b>Week 4 Quarterly Evaluation</b>	<input type="checkbox"/> Gradually assume independent teaching <input type="checkbox"/> Review Experience Checklist with MT (B)	<input type="checkbox"/> Continue Informal Observations and Progress Reports with TC <input type="checkbox"/> Review Experience Checklist with TC (B)	<input type="checkbox"/> Conduct formal observation with MT (A-1) <input type="checkbox"/> Check Log of Hours (E-2) <input type="checkbox"/> Confer with TC and MT <input type="checkbox"/> Assist TC with development of Portfolio

<b>Week 5-7</b>	<input type="checkbox"/> Continue independent teaching with gradual return to MT in Week 7	<input type="checkbox"/> Continue Informal Observations and Progress Reports with MT	<input type="checkbox"/> Maintain contact with MT and TC
<b>Week 7 Mid-term Evaluation</b>	<input type="checkbox"/> Collect copies of all reports from US (E-2, F, G, H) <input type="checkbox"/> Continue work on Professional Development Portfolio	<input type="checkbox"/> Conduct Profile Evaluation (H) and discuss final grade with US <input type="checkbox"/> Assist US in completing mid-term evaluations (E-2, F, H)	<input type="checkbox"/> Conduct Summary Observation Report (G) <input type="checkbox"/> Review Profile Evaluation (H) with MT and discuss final grade. <input type="checkbox"/> Conduct Summary of Placement with MT (F) <input type="checkbox"/> Sign Log of Hours (E-2)

NOTE: LETTERS IN PARENTHESIS REFER TO THE APPENDICES.

**SUMMARY OF SCHEDULES FOR STUDENT TEACHING  
FOREIGN/WORLD LANGUAGES  
\*Second Placement\***

<b>Time</b>	<b>Teacher candidate (TC)</b>	<b>Mentor Teacher (MT)</b>	<b>University Supervisor (US)</b>
<b>Second Placement Weeks 8-11</b>	<input type="checkbox"/> Begin Log of Hours (E-2) <input type="checkbox"/> Observe and assist MT <input type="checkbox"/> Co-plan / Co-teach beginning with 1-2 sections or specific lessons <input type="checkbox"/> Continue to use 3-ring binder for all lesson plans, journal entries, and documents	<input type="checkbox"/> Conduct school-based orientation <input type="checkbox"/> Review student-teaching plan with TC and US <input type="checkbox"/> Team plan and co-teach with TC <input type="checkbox"/> Conduct Informal Observations (A-2) <input type="checkbox"/> Complete Progress Reports biweekly with TC (Appendix D)	<input type="checkbox"/> Contact MT to visit site and to meet principal (follow up to initial call done at beginning of semester) <input type="checkbox"/> Clarify procedures with MT <input type="checkbox"/> Schedule observations as feasible <input type="checkbox"/> Schedule a mid-semester meeting of TCs (if feasible)
<b>Week 12 Quarterly Evaluation</b>	<input type="checkbox"/> Gradually assume independent teaching <input type="checkbox"/> Contact GMU Academic Advisor and coordinate a time and place (with MT and US) for end of semester presentation of Professional Development Portfolio <input type="checkbox"/> Review Experience Checklist with MT (B)	<input type="checkbox"/> Continue Informal Observations and Progress Reports with TC <input type="checkbox"/> Review Experience Checklist with TC (B)	<input type="checkbox"/> Conduct formal observation with MT (A-1) <input type="checkbox"/> Check Log of Hours (E-2) <input type="checkbox"/> Confer with TC and MT on progress
<b>Week 13-15</b>	<input type="checkbox"/> Continue independent teaching with gradual return to MT in Week 14 <input type="checkbox"/> Complete Professional Development Portfolio	<input type="checkbox"/> Continue Informal Observations and Progress Reports with TC	<input type="checkbox"/> Maintain contact with ST and MT
<b>Week 15 End of Internship Evaluation</b>	<input type="checkbox"/> Collect copies of all reports from US (E-2, F, G, H, J) <input type="checkbox"/> Present Professional Development Portfolio to Dr. Haley	<input type="checkbox"/> Conduct Profile Evaluation (H) and discuss final grade with US <input type="checkbox"/> Assist US in completing end of semester evaluations (E-2, F)	<input type="checkbox"/> Conduct Summary Observation Report (G) <input type="checkbox"/> Review Profile Evaluation (H) with MT and discuss final grade <input type="checkbox"/> Conduct Summary of Placement with MT (F) NOTE: Hours and Grade should reflect CUMULATIVE numbers for the entire 15 week internship <input type="checkbox"/> Sign Log of Hours (E-2)

NOTE: LETTERS IN PARENTHESIS REFER TO THE APPENDICES.

## **RESPONSIBILITIES OF THE TEAM**

Student teaching/internship is widely regarded as the single most important component of teacher education. The effectiveness of the experience depends upon the degree to which all members of the team fulfill their responsibilities and establish good working relationships. Frequent and open communication is essential. It is particularly important that the University Supervisor and the Mentor Teacher work as a team to provide support and guidance to the teacher candidate.

### ***The Teacher candidate/Intern***

Student teaching/internship should be a time of great personal and professional growth. It is hard work, exciting, and stressful because there is so much to learn and so much at stake. Flexibility in adapting to differences in school cultures, teaching styles, supervisors' philosophies, and students' needs will reduce anxiety and increase growth. During this time, teacher candidate should:

- Earn the respect and confidence of your colleagues by demonstrating initiative, responsibility, and resourcefulness.
- Become a “reflective practitioner.” Learn from everyone around you, but especially from your students and from your mistakes.
- Ask for assistance, advice, feedback, coaching, and criticism - and act on it as appropriate.
- Plan in great detail. Planning is one area where you cannot emulate an experienced teacher.
- Demonstrate high standards of ethics and professionalism in your dealings with colleagues, students, and parents.
- Be responsible for initiation of progress reports, completion of logs, and collection of all documentation. Keep records of documents, lesson plans and a personal journal of experiences in a 3-ring binder.
- Prepare and present a Professional Development Portfolio (Appendix I) which documents your development as a reflective and capable teacher.
- Complete an evaluation of this manual (Appendix L).

### ***The Mentor Teacher***

The Mentor Teacher (MT) serves as a role model, instructor, and coach for the candidate. The classroom teacher's primary responsibility is for his or her pupils' welfare and learning. Therefore, supervising a teacher candidate/intern requires careful planning of the transition to independent teaching and good judgment about the teacher candidate's/intern's readiness.

- Communicate with Dr. Haley (GMU) and/or University Supervisor regarding expectations.
- Become familiar with the content of the GMU licensure program.
- Treat the teacher candidate/intern as a colleague in order to increase students' and parents' acceptance.
- Co-plan and co-teach during the first month of working together.
- Talk regularly, especially about why you make instructional decisions.
- Build confidence by having the teacher candidate/intern gradually assume responsibility for instruction.
- Oversee the teacher candidate's/intern's planning, and monitor the assessment of your pupils' learning.
- Withdraw gradually from your classroom during the independent teaching period, shifting authority and responsibility to the teacher candidate/intern.
- Commit to staying in the target language at least 90% of the time.



- Provide specific feedback for *informal classroom observations* using Appendix A-2. While there is no required number of times this form should be used, it is a useful tool for tracking performance, growth and any potential problems.
- When giving feedback, encourage reflection and self-analysis.
- Be open and honest about areas needing improvement, and provide assistance as feasible.
- Discuss any concerns or problems with the university supervisor.
- Introduce the teacher candidate to the full range of teachers' duties and resources (Appendix B).
- Complete Progress Reports biweekly (Appendix D) for the candidate and university supervisor.
- Give advice and support during the student's portfolio development (refer to Appendix I).
- Provide the candidate with a recommendation for employment, if warranted.
- Complete the Profile of Evaluation (Appendix H) and reach consensus with the university supervisor on the grade(s).
- Attend the final presentation of the teacher candidate/intern's Professional Development Portfolio.
- Complete the evaluation of the university supervisor (Appendix K-3).
- Complete an evaluation for this manual (Appendix L).

### ***The University Supervisor***

The university supervisor serves as a link between the school and the university, providing support and guidance to both teacher candidate/intern and the Mentor Teacher. The university supervisor plays a critical role in facilitating communication and in providing feedback, assistance, and evaluation for teacher candidates/interns. During each placement:

- Be accessible to teacher candidates and school staff through regular visitations and by phone.
- Encourage open communication within the team and a collaborative approach to supporting the student.
- Provide guidance on policies and procedures for student teaching. Check to ensure that they are followed.
- Conduct *at least two formal observations* using Appendix A-1 (minimum one for each placement).
- Conduct *two formal observations* at midpoint and at endpoint using Appendix G (one for each placement).
- Provide pre- and post-conferences for the formal observations and make copies of the written reports for each teacher candidate.
- Promote reflective practice through interactive clinical supervision, reviewing teacher candidate's journals, encouraging self-analysis, and guiding development of the required Professional Development Portfolio (See the section below and refer to Appendix I for details).
- Keep EPO and Dr. Haley informed of major problems or of changes in the student teaching placement.
- Facilitate the record keeping and documentation necessary for licensure and administration of the program.
- Coordinate at least one opportunity for intern to share the portfolio in progress with peers.
- Attend the final presentation of the teacher candidate/intern's Professional Development Portfolio.
- Sign Log of Hours (Appendix E-2) for each placement.
- Provide mid-term and final grades using Appendixes F and H.
- Provide the candidate with a recommendation for employment, if warranted.
- Complete an evaluation for this manual (Appendix L).

***Role of the University Supervisor in the Professional Development Portfolio***

The University Supervisor will guide the intern in the development and completion of the Professional Development Portfolio by providing encouragement and feedback. Toward the end of each semester, the student will organize and schedule a conference for presentation of the portfolio with the members of the internship team and the Academic Advisor.

Both the midpoint and final presentation should take on the tone of a culminating conference in which the candidate speaks about his/her growth as a teacher, using the portfolio contents as evidence. During the final presentation at the end of the semester, the Academic Advisor will facilitate the presentation, which will include the Mentor Teacher, University Supervisor, and possibly another person (such as the site coordinator or principal) who has been directly involved with the internship. The Academic Advisor will evaluate the portfolio and presentation with input from the University Supervisor and the Mentor Teacher. The portfolio will serve as one of several sources for evaluation of the internship.

The following is a list of questions for the intern, which should be covered during the portfolio presentation:

1. What is your vision of teaching, and what does your portfolio reveal about this vision?
2. What kind of teaching style do you have, and how does this style emerge in your portfolio?
3. How do you think about students, and is this evident in your portfolio?
4. How were you most effective in increasing students' achievement?

During each semester, there should be at least one opportunity for sharing the portfolios in progress with peers. This should be accomplished in small groups, as arranged by the University Supervisor.

## **DOCUMENTATION**

The Internship Manual contains all forms, which must be submitted to EPO at the end of the student teaching/internship experience (except for the forms required for compensation of the Mentor Teacher). **These forms should be copied as needed.** Folders containing the Internship Manual and other information for university supervisors and Mentor Teachers are distributed at the scheduled Teacher Candidate Orientation or afterward in EPO, Thompson Hall. Students deliver the folders to their Mentor Teachers unless teachers have requested the materials earlier. These folders should be used to collect and submit documentation to EPO through the university supervisor. Students should be provided copies of all documents to the university supervisor and the Mentor Teacher.

***Documentation: Teacher Candidate***

The teacher candidate must keep **lesson plans and all other documentation in a 3-ring binder** for review by the university supervisor during observation visits. This binder becomes a valuable record of progress and a source of materials. These may be used in the professional development portfolio for evidence of professional growth or for a job search. Items for the binder should include:

- **Daily Lesson Plans:** The teacher candidate must provide daily lesson plans for review by the Mentor Teacher and for the university supervisor as requested. The format may be mutually determined, but should include the elements shown in Appendices C (1-3).

- **Daily Log of Hours:** Teacher candidates must keep a daily log of hours. The **log** (Appendix E-2) and **summary** (Appendix F) are kept in the binder and submitted to the university supervisor upon completion of each placement of the student teaching/internship.
- **Journal Entries:** Teacher candidates must make journal entries, which are kept in the binder for review by the university supervisor and Mentor Teacher. These entries should reflect teaching experiences that impact the teacher candidate's growth and progress during the internship
- **Bi-weekly Progress Report:** Teacher candidates complete Part I of the Progress Report (Appendix D) once every two weeks, give it to the Mentor Teacher for completion of Parts 2 and 3, and submit it to the university supervisor. Interns should keep copies of these for the Professional Development Portfolio as evidence of professional growth.
- **Experience Checklist:** The teacher candidate should review the **Experience Checklist** (Appendix B) with each Mentor Teacher after the first few weeks of working together. Areas of interest should be addressed during the rest of the internship (for each placement).
- **Evaluations:** The candidate should complete evaluation reports for each Mentor Teacher (Appendix K-1) and the university supervisor (Appendix K-2). An evaluation of this manual should also be completed using Appendix L.
- **Other:** Teacher candidate should keep copies of the **Classroom Observation Reports** (Appendix A-1, A-2), **Summary Observation Reports** (Appendix G) and the **Profile for Evaluation of Teacher candidate** (Appendix H) in the binder. These reports may also be incorporated in the professional development portfolio as evidence of professional growth.

#### **Documentation: Mentor Teachers**

- **Informal Observations:** The MT is encouraged to use the *Worksheet for Informal Classroom Observations* (Appendix A-2) for *informal* classroom observations. This form should be used throughout the internship as it is a valuable tool for completing the biweekly Progress Reports and the Profile for Evaluation.
- **Bi-weekly Progress Reports:** The MT completes parts 2 and 3 of the *Progress Report* (Appendix D) once every two weeks.
- **Experience Checklist:** The MT should fill this form out with the teacher candidate/intern after the first few weeks of working together. Areas of importance to the teacher candidate should be addressed in the remaining weeks.
- **Profile for Evaluation:** At the end of each placement, the MT (often with the university supervisor) completes the interim (MT at first placement) *or* final (MT at second placement) **Profile for Evaluation** (Appendix H) and reaches consensus with the university supervisor about the assignment of a grade.
- **Evaluations:** The MT should complete an evaluation report for the university supervisor (Appendix K-3). An evaluation of this manual should also be completed using Appendix L.
- **Other:** MT should verify log hours and assignment of final grade with the university supervisor (Appendix F).

#### **Documentation: University Supervisors**

- **Formal Observation Reports:** The university supervisor should conduct *at least 2 formal observations* using the *Formal Observation Report* (Appendix A-1). Teacher candidates/interns should be observed *approximately* weekly after they begin to teach independently.

- **Summary Observation Reports:** University Supervisors conduct midpoint and endpoint observations using the *Summary Observation Report* (Appendix G). Observations should be of different classes or subject areas. University Supervisors should share the observation reports with the MT as well as the teacher candidate. Teacher candidates are encouraged to incorporate these documents in their Professional Development Portfolio as evidence of professional growth.
- **Profile for Evaluation:** The university supervisor (often with the MT) completes an interim and final *Profile for Evaluation of Teacher Candidate* (Appendix H) and reaches consensus on the grade with the Mentor Teacher. Interns should keep copies of these for the portfolio as evidence of professional growth. Signatures are necessary to verify such consensus and that the form has been reviewed by the student and the principal (or designee)
- **Log of Hours:** The US reviews and signs the *Log of Hours* (Appendix E-2) for each of the placements. This information is then used to complete the *Summary of Placement* form.
- **Summary of Placement:** Perhaps the most important piece of documentation, the **Summary of Placement** (Appendix F) should be filled out for each placement. The final grade (for each placement) should be reached in consensus with the Mentor Teacher. **NOTE: The endpoint Summary of Placement should be CUMULATIVE. This means it should include ALL TOTALS from Log Sheets and a CUMULATIVE final grade.**

The university supervisor collects **all signed documentation**, leaving copies for the student. Then, the university supervisor submits all documentation to EPO in the student folder with the **Summary of Hours and Final Grade Form (Appendix F)**. This form contains information needed to process the student's application for licensure.

Students who are guest matriculates from other universities may require completion of different or additional documentation as described in materials provided to their university supervisors and Mentor Teachers.

Travel vouchers for university supervisors also are submitted to EPO. Instructions and forms are provided at the beginning of each semester.

## GRADING POLICY

The Graduate School of Education has approved the following grading policy for EDCI 790.

1. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress) in accordance with GMU policy for internships and GSE policy for counseling and administrative internships.
2. The Mentor Teacher(s) and the university supervisor shall determine the interim and final grades jointly after consultation. If they cannot agree, the Director of CPO will determine the grade based on a review of the documentation and, in some cases, observation of the intern's performance.
3. A graduate intern who receives a No Credit grade or an undergraduate who receives a grade of D or F will not be recommended for teacher licensure unless he/she repeats all or part of the internship with satisfactory performance. (This may require enrolling and paying tuition for additional credit hours in a subsequent semester, or paying a fee for extended supervision.)

4. A teacher candidate whose performance cannot be evaluated at the end of the grading period will receive a grade of IP (In Progress). An IP grade shall be changed to Satisfactory or No Credit for graduate students or to A-F for undergraduates upon completion of requirements - usually before the beginning of the next semester.
5. In some cases, a grade of No Credit or D-F may be accompanied by a recommendation that the student not be allowed to repeat the internship or student teaching. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.

### **PROFESSIONAL DEVELOPMENT PORTFOLIO** SEE APPENDIX I FOR GUIDELINES

The Professional Development Portfolio is a collection of artifacts, which provides a record of the student's teaching experiences, reflections, and growth. This compilation of material synthesizes the student's coursework and experiences and provides a summary of development from the perspective of the candidate. Its purpose is to encourage the student to become actively involved in monitoring and reflecting on his/her development as a teacher. The Portfolio serves as a record of the student's growth and experience and demonstrates the student's application of knowledge and skills.

The Portfolio is a requirement for the successful completion of an internship or student teaching, and it is one of several sources used in determining the grade. The development of a portfolio is a demonstration of commitment to professional growth. **Guidelines for portfolio development are in Appendix I.**

### **SPECIAL ASSISTANCE FOR CANDIDATES**

Occasionally teacher candidates need special assistance and extraordinary arrangements to complete their licensure programs successfully. In such cases, the candidate, University Supervisor, Mentor Teacher, and principal develop an individualized plan collaboratively. The Director of Student and Faculty Services, who will involve the student's advisor, must approve the plan.

#### **Special Assistance for Candidates (con't):**

Some of the ways to provide special support for a candidate are:

- Arranging for observation of another student or a teacher who models the skills, which the intern lacks, followed by a conference.
- Changing a placement within the school to provide a better match of student and Mentor Teacher.
- Changing a placement to another school if a suitable alternative placement is not available in the same school.
- Modifying the schedule for independent teaching to begin more gradually and/or to add days.
- Providing special experiences during the period after independent teaching in order to address areas needing improvement.
- Sending the student to the GMU Counseling Center for personal or therapeutic support.
- Sending the student to the GMU Financial Planning and Assistance Office for advice on financial aid.
- Sending the student to the GMU Student Health Center or other source of medical assistance.
- Facilitating conferences with the student's academic advisor and/or course instructors.
- Advising the student that it is their best interest to repeat all or part of an internship in the

following year.

## **OTHER STUDENT TEACHING/INTERNSHIP REGULATIONS**

**Attendance.** Students maintain the same schedule as Mentor Teachers, with the contract day as the minimum but not the norm. They follow the school calendar, not the university calendar, until the end of the GMU semester.

**Absences.** Students follow school division policy regarding notification of absences for illness or other emergencies. The Mentor Teacher and principal must approve all other absences in advance. The university supervisor must be notified of all absences. Time missed in excess of three days usually must be made up in order to provide sufficient time for independent teaching or other experiences.

**Substituting.** Students are *no longer allowed* to be employed as paid substitute teachers.

**Professional and Legal Responsibilities.** Teacher candidates are expected to meet professional standards in every respect, including personal appearance and behavior. Other commitments are no excuse for failing to fulfill all duties and responsibilities of the internship. **Outside employment is strongly discouraged.**

Students are legally responsible for exercising “reasonable care” for pupils’ welfare and for complying with federal, state, and local policies and regulations. This is best accomplished through careful study of the school’s or school division’s teacher handbook and through guidance from teachers or administrators. Special attention should be given to responsibilities and procedures for dealing with suspected child abuse.

**Confidentiality of Records.** School division and GMU policies regarding student records will be followed. A teacher candidate’s evaluations may be shared with the Mentor Teacher, university supervisor, and responsible administrators until the university supervisor submits the student’s cumulative folder to CPO. After that time, access will be in accordance with the Privacy Act. No materials will be released by CPO for employment purposes other than for verification of meeting licensure standards.

**Records Retention.** Contents of cumulative folders will be retained for one year after completion of student teaching. After that, the transcript and the Summary Form (Appendix F) will be the only available record. Therefore, **students should keep their own copies of evaluations, logs, summaries, and other records of student teaching/internship.**

**Recommendations.** Most prospective employers expect applicants to submit recommendations in some form from their Mentor Teacher(s) and university supervisor. It is reasonable to limit each teacher candidate to one narrative recommendation, but to complete checklists for more than one school division. If a negative recommendation is warranted, the candidate should be told. GMU Career Services no longer maintains credential files but can provide advice on self-management of essential documents.

## **REGULATIONS FOR LICENSURE IN VIRGINIA**

In 1998, the Virginia Board of Education approved revised regulations for licensure of school personnel. These new requirements for teacher licensure are stated in terms of competencies, including content knowledge, for supporting students in achieving state standards for disciplinary learning by grade level and competencies in the use of technology as a tool for communication and learning.

The implementation of revised licensure regulations for Virginia school divisions became effective on July 1, 1998. After this effective date, local school division personnel interested in adding a teaching area will be required to complete the newly approved regulations. However, institutions of higher education with approved teacher preparation programs are required to implement the regulations for individuals entering their programs by the fall of 2000. Individuals currently enrolled in Virginia approved teacher preparation programs will complete the program (teaching areas) in effect prior to the implementation dates for new regulations.

At GMU, newly state-approved programs aligned with the revised licensure regulations will be implemented in 1999 and 2000. However, the current programs for which this Manual was written will produce teachers who are eligible for licensure and endorsements in current state-approved programs. The current state-approved programs at GMU incorporate the Virginia Standards of Learning and Standards for Technology.

## **APPENDICES**

Included in these appendices are forms which provide assistance in planning and monitoring the teacher candidates' experiences. These forms should be copied as needed.

The following forms must be submitted to EPO, via the university supervisor, at the end of the student teaching/internship period.

- 1 Summary of Hours and Final Grade (Appendix F)
- 1 Log of Hours (Appendix E-2)
- 2 Profile for Evaluation of Teacher candidate's Performance (Appendix H) completed by university supervisor and Mentor Teacher for each placement
- 2 Formal Observation Reports (Appendix A-1) completed by university supervisor
- 2 Summary Observation Reports (Appendix G) completed by university supervisor
- 3-7 Biweekly Progress Reports (Appendix D) completed by teacher candidate and the Mentor Teacher
- 1 Portfolio Evaluation (Appendix I)

All of these forms will be retained for one year in EPO. The Summary Form (Appendix F) will be retained indefinitely as the official record.

Each program completer's GMU transcript will contain documentation of meeting state-approved teacher licensure program requirements, including hours of independent teaching at various grade levels, and the final grade.



**FORMAL CLASSROOM OBSERVATION (MT & US)**

To be used for the 4 Formal Teaching Observations  
Teaching Foreign/World Languages in K-12 Settings

Teacher Candidate \_\_\_\_\_

Language(s) \_\_\_\_\_ Grade(s) \_\_\_\_\_ Date \_\_\_\_\_

<b>5=Excellent 1=Poor</b>	<b>Unacceptable Minimum Evidence (1)</b>	<b>Unacceptable Approaches Standard (2)</b>	<b>Acceptable Meets Standard (3)</b>	<b>Target Exceeds Standard (4)</b>	<b>Comments</b>
<b>Target Language Proficiency</b> Presents oral and written information to audiences of listeners or readers using language at a minimum level of "Advanced Low"					
<b>Language Acquisition Theories &amp; Knowledge of Students &amp; their Needs</b> Demonstrates an understanding of language acquisition and creates a linguistically & culturally rich learning environment					
<b>Quality of Lesson Plan With Measurable and</b>					

<b>Observable Objectives</b>					
<b>Cultures, Linguistics, Literatures, &amp; Concepts from Other Disciplines</b> Demonstrates target cultural understandings and compares cultures through perspectives, products, and practices of those cultures					
<b>Integration of Standards in Planning and Instruction</b>					
<b>Evidence of Preparation</b>					
<b>Selecting and Designing of Instructional Materials: Use of Teacher-Developed Materials</b>					
<b>Flexibility in Response to Students</b>					
<b>Efficient Use of Time</b>					
<b>Class rapport, Creativity, Warmth, Enthusiasm</b>					
<b>Assessment: Designs and uses authentic performance assessments</b>					

<b>Technology</b> Models and facilitates effective use of current digital tools to enhance lesson design, implementation and assessment					
<b>Management of Classroom Routines and Behavior</b>					

**Comments:** \_\_\_\_\_

\_\_\_\_\_

**Recommendations:** \_\_\_\_\_

\_\_\_\_\_

**SIGNATURES:**

**Mentor Teacher** \_\_\_\_\_ **University Supervisor** \_\_\_\_\_

**Teacher Candidate** \_\_\_\_\_



George Mason University  
Office of Student and Faculty Services

Appendix A-2

**WORKSHEET FOR INFORMAL CLASSROOM OBSERVATIONS (MENTOR TEACHER)**

**To be used for ALL informal teaching observations**

Subject/Grade\_\_\_\_\_

Date\_\_\_\_\_

Teacher Candidate's Name\_\_\_\_\_

Lesson's Objective	Strategies and Techniques Observed	Questions/Insights

From: *Handbook for the Mentor Teacher*, Fairfax County Public Schools, 1989.

**EXPERIENCE CHECKLIST**

Use as appropriate to record activities and as a reminder to broaden the student’s experiences

**Activities:**

- Bulletin Board
- Use of Library
- Field Trip
- Fire Drill
- PTA/PTO meeting
- Back-to-School Night
- Parent Conference
- Calls to Parents
- Parent Newsletter
- Eligibility Conference
- Mock Job Interview
- Other \_\_\_\_\_
- Other \_\_\_\_\_

**Instruction and Assessment (K-6):**

- Reading
- Writing
- Spelling
- Oral Language
- Handwriting
- Mathematics
- Social Studies
- Science
- Health
- Physical Science
- Music
- Art

**Equipment:**

- Computer
- Printer
- Copier
- Video Disk Player
- VCR
- Audio Tape Recorder
- Document Camera
- SmartBoard
- Opaque Projector
- Overhead Projector
- Manipulatives
- Listening Station
- Other \_\_\_\_\_
- Other \_\_\_\_\_

**Observations:**

- LD Resource
- PE
- Music
- Art
- ESL
- Gifted/Talented
- Reading Specialist
- Speech Clinician
- Extra or Co-Curricular Activities
- Other \_\_\_\_\_
- Other \_\_\_\_\_

**Records:**

- Cumulative Folders
- Work Samples
- Anecdotal Records
- Attendance Records
- Grade Book
- Report Cards
- Accident Report
- Emergency Cards
- Referral Forms

**Test Administration or Interpretation:**

- Teacher-made
- PALS
- Stanford 9
- Degrees of Reading Power (DRP)
- Virginia Standards of Learning
- Readiness test/inventory
- Other \_\_\_\_\_
- Other \_\_\_\_\_
- Other \_\_\_\_\_

**Duties:**

- Playground
- Cafeteria
- Bus
- Hall
- Other \_\_\_\_\_
- Other \_\_\_\_\_

**LESSON PLAN ELEMENTS**  
(Suggested for Secondary)

**Objectives are**

- \_\_\_\_\_ related to long term goals
- \_\_\_\_\_ specific and measurable (or observable)
- \_\_\_\_\_ stated in terms of student outcomes
- \_\_\_\_\_ based on students' needs

**Materials are**

- \_\_\_\_\_ appropriate for the objective
- \_\_\_\_\_ appropriate for students developmental level
- \_\_\_\_\_ varied to accommodate interests and learning styles
- \_\_\_\_\_ multicultural, where feasible

**Procedures include**

- \_\_\_\_\_ clear statement of purpose and expectations
- \_\_\_\_\_ development of readiness or motivation
- \_\_\_\_\_ relating the activities to prior knowledge and interests
- \_\_\_\_\_ use of appropriate strategies
- \_\_\_\_\_ adaptations for individual differences
- \_\_\_\_\_ providing opportunities for application of knowledge and practice of skills
- \_\_\_\_\_ efficient use of class time
- \_\_\_\_\_ summary or other closure

**Evaluation includes**

- \_\_\_\_\_ checking for understanding during the lesson
- \_\_\_\_\_ strategies for assessment of longer term learning
- \_\_\_\_\_ assessment of how and why the lesson succeeded or failed

**The lesson plan need not be a narrative, but should be sufficiently detailed to**

- \_\_\_\_\_ cause the teacher to think the lesson through
- \_\_\_\_\_ enable the teacher to reorient or redirect during the lesson
- \_\_\_\_\_ allow a substitute to teach the lesson with a minimum of preparation





**SECONDARY LEVEL: LESSON / UNIT PLAN TEMPLATE  
FOREIGN/WORLD LANGUAGES**

Candidate \_\_\_\_\_ School \_\_\_\_\_  
Grade(s) \_\_\_\_\_ Language(s) \_\_\_\_\_ Level(s) \_\_\_\_\_  
Date \_\_\_\_\_ Number of Students \_\_\_\_\_ Time/Period \_\_\_\_\_

**THEME / TOPIC OF LESSON / UNIT:** \_\_\_\_\_

**PLANNING PHASE**

**Performance-based Objectives**—*As a result of this lesson/unit, students will be able to:*

- 1.
- 2.
- 3.

**Alignment with Standards:**

National:

State:

Local:

**Assessment of Learning:**

Pre-teaching Assessment:

On-going/Formative Assessment:

Post-Lesson Assessment:

**Materials Needed:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TEACHING PHASE**

**Lesson Outline**

**Theme or Topic:** \_\_\_\_\_

Warm up Activity: \_\_\_\_\_

Vocabulary: \_\_\_\_\_

Verb(s): \_\_\_\_\_

Grammatical structure(s): \_\_\_\_\_

Cultural perspectives: \_\_\_\_\_

**Daily Lesson Plan**

**Activity 1**

Transition

**Activity 2**

Transition

**Activity 3**

Transition

**Presentation and Practice**

***Three Modes Employed:***

Interpersonal Activities:

Presentational Activities:

Interpretive Activities:

**Methods/Approaches/Strategies Used:**

---

---

---

**CLOSURE:**

Review of this lesson:

Preview for next lesson:

**Expansion / Extension for learners**

This lesson could be expanded (in content) by:

This lesson could be extended (in scope) by:

**Other Activities or Lesson Details**

Accommodations made for varied learning needs:

Assessment:

Technology:

Homework:

Follow-up:

**Lesson Plan Template for K-5 FLES**  
**Foreign / World Language Instruction in the Elementary School**

<b>Candidate:</b>	<b>School:</b>	
<b>Grade(s):</b>	<b>Language:</b>	<b>Level: FLES</b>
<b>Date:</b>	<b>Number of Students:</b>	<b>Time:</b>

**PLANNING PHASE**

1. **Thematic Unit:**
2. **Today's Topic(s):**
3. **Link to Previous Lesson:**
4. **Performance/Task-based Objectives:** As a result of this lesson, students will be able to:
  - a.
  - b.
  - c.
5. **Standards: 5Cs**

**TEACHING PHASE**

1. **Preparation:**
  - a. Materials Needed:
  - b. Technology:
  - c. Vocabulary:
  - d. Cultural Products, Practices, and Perspectives:
  - e. Communicative Modes:
    - Interpretive Activities:
    - Interpersonal Activities:
    - Presentational Activities:
2. **Practice:**
  - a. Warm-up Activity:
    - Transition
  - b. Activity 1
    - Transition
  - c. Activity 2
    - Transition
  - e. Closure Activity:
3. **Evaluation:**
  - a. Formative and Summative Assessments for lesson and unit:

**REFLECTION PHASE:**

1. Were the learning objectives met? If not, why?
2. How did your activities appeal to the multiple intelligences?
3. What worked well?
4. What did not work well?
5. What will you do differently the next time you teach this lesson?



Mentor Teacher's Signature

Date

Teacher candidate's Signature

Date

## INSTRUCTIONS FOR LOG OF HOURS

In Virginia, the application for teacher licensure requires reporting the amount of time spent in certain activities during student teaching/internship. The state mandates a minimum of 200 hours in supervised classroom experience, of which 150 hours must be in direct teaching activities at the level of endorsement.

The GMU state-approved program requires more than the state's minimum requirements. However, in unusual circumstances, the EPOStudent and Faculty Services may approve termination of student teaching/internship after a student meets minimum requirements.

Candidates are encouraged to record times daily, which will improve accuracy. A separate log should be kept for Mentor Teachers and verified by them before being submitted to the university supervisor.

**Co-teaching** includes *shared* responsibility for planning, instruction, assessment, and supervision.

Co-teaching may involve team teaching an entire class, or working with individuals or small groups.

**Independent teaching** includes *full* responsibility for supervising and teaching an entire class according to plans developed by the teacher candidate/intern and approved by the Mentor Teacher.

**Other activities** include observation, administrative meetings, parent conferences, staff development, bus duty, etc.

**Hours of school-based activity** are the total of the first three columns, reflecting the time spent at the school each day.

Use the **Comment** column to make brief notes about unusual circumstances such as "state testing" or "field trips."

Hours are to be totaled by the teacher candidate and each page of the log verified by the Mentor Teacher and reviewed by the university supervisor. A separate log sheet should be started when working with a second (or third) Mentor Teacher. During the last visit, the teacher candidate submits the Summary of Hours (Appendix F) to the university supervisor, which may require estimating for the final days.

**LOG OF HOURS – FOREIGN/WORLD LANGUAGE**

**(Before filling in this form, make sufficient copies for the student teaching/internship period)**

Teacher candidate: \_\_\_\_\_ Log Sheet #: \_\_\_\_\_

Verified by Mentor Teacher: \_\_\_\_\_  
(Signature)

Reviewed by University Supervisor: \_\_\_\_\_  
(Signature)

Date	Hours of Co-Teaching	Hours of Independent Teaching	Hours of Other Activities	Hours of School-Based Activities	Comment(s)
<b>Total Hours:</b>					

**SUMMARY OF PLACEMENT, SUPERVISORS, HOURS, AND FINAL GRADE**

Teacher candidate: \_\_\_\_\_  Spring  Fall Yr \_\_\_\_\_

License: \_\_\_\_\_ Endorsement: \_\_\_\_\_

Site (1) \_\_\_\_\_

School Division: \_\_\_\_\_

Site (2) \_\_\_\_\_

Mentor Teacher \_\_\_ Language(s) \_\_\_\_\_

Taught by Teacher candidate

Mentor Teacher or  
Grade(s) \_\_\_\_\_

Taught by Teacher candidate

University Supervisor \_\_\_\_\_

Regular Faculty  
Assistant

Adjunct Faculty

Graduate

**Totals from Log Sheets**

**Summary of Hours Spent in:**

	<b>Page #1</b>	<b>Page #2</b>	<b>Page #3</b>	<b>Page #4</b>	<b>Page #5</b>	<b>Page #6</b>	<b>Grand Total</b>
<b>Co-Teaching:</b>							
<b>Independent Teaching:</b>							
<b>Other Activities:</b>							
<b>School-Based Activities:</b>							

Final Grade \_\_\_\_\_



**SUMMARY OBSERVATION REPORT – FOREIGN/WORLD LANGUAGE**

**To be used at the mid-point and end-point of internship**

**(UNIVERSITY SUPERVISOR)**

Date \_\_\_\_\_

Teacher candidate: \_\_\_\_\_ School: \_\_\_\_\_

Observer: \_\_\_\_\_  Mentor Teacher or  University  
Supervisor

Activities Observed: \_\_\_\_\_ Grade/Subject(s): \_\_\_\_\_

**PREPARATION/PLANNING:**

**INSTRUCTIONAL METHODS/ASSESSMENT:**

**CLASSROOM MANAGEMENT/CLIMATE:**

**PERSONAL/PROFESSIONAL DEVELOPMENT:**

**RECOMMENDATIONS:**

Other Supervisor's Signature

Date

Teacher candidate's Signature

Date

**PROFILE FOR EVALUATION OF  
CANDIDATE**

Candidate: \_\_\_\_\_ School: \_\_\_\_\_ Subject(s)/Level(s): \_\_\_\_\_  
 Evaluator: \_\_\_\_\_ Univ. Sup. Mentor Tchr. or Intern Spring Fall Yr  
 Elementary Placement Grade: \_\_\_\_\_ OR Secondary Placement Grade: \_\_\_\_\_

Use this list of standards and rating scale for self-assessment and assessment of the student’s performance by the clinical faculty/mentor teacher and university supervisor at the beginning and end of independent teaching. Write the number of the appropriate rating in the space provided. The intern should demonstrate growth throughout the experience. At the interim evaluation, performance should be assessed according to expectations for a candidate and for the final evaluation, according to expectations for a beginning teacher.

**Analytic Scoring Rubric for Teaching Internship Evaluation**

ACTFL/CAEP Standard	Unacceptable – Minimum Evidence (1)	Unacceptable – Approaches Standard (2)	Acceptable - Meets Standard (3)	Target – Exceeds Standard (4)	Points
<b>Standard 1: Language proficiency: Interpersonal, Interpretive, and Presentational</b> 1.c. Presents oral and written information to audiences of listeners or readers using language at a minimum level of “Advanced Low”	ACTFL OPI & WPT scores at Intermediate High or lower	ACTFL OPI & WPT scores at Intermediate High	ACTFL OPI & WPT scores at Advanced Low	ACTFL OPI & WPT scores above Advanced Low	
<b>Standard 3: Language acquisition theories and knowledge of students and their needs</b> 3.a. Demonstrates an understanding of language acquisition and creates linguistically and culturally rich	does not exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. Does not illustrate an ability to connect theory to practice. Does not demonstrate a connection between student learning and the use of	does not exhibit sufficient awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. Does not illustrate strong ability to connect theory to practice.	exhibits an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. Draws knowledge of theories in	exhibits ease and flexibility in applying language acquisition theories to instructional practice. Uses a wide variety of strategies to meet the linguistic needs of K-12 students at various developmental levels. Exhibits originality in the planning, creation,	

learning environments	instructional strategies.	Does not demonstrate a connection between student learning and the use of instructional strategies.	designing teaching strategies that facilitate language acquisition	and implementation of instructional strategies that reflect language acquisition theories.	
<b>Standard 2: Cultures, Linguistics, Literatures, and Concepts from other Disciplines</b> 2.a. Demonstrates target cultural understandings and compare cultures through perspectives, products, and practices of those cultures	does not make connections among the cultural perspectives and products in lesson planning and instructional practices.	makes vague connections among the cultural perspectives and products in lesson planning and instructional practices.	makes some connections among the cultural perspectives and products in lesson planning and instructional practices.	makes clear and strong connections among the cultural perspectives and products in lesson planning and instructional practices. Lessons provide language learners with opportunities to critically analyze cultural differences, challenge preconceived notions and cultural stereotypes, and to gain global perspectives.	
<b>Standard 4: Integration of Standards in Planning and Instruction</b> 4.a. Demonstrates an understanding of the WRSLL and state standards and use them as the basis for instructional planning	does not create a learning scenario with evidence of incorporating SFLL and state standards in designing daily and unit plans. Does not provide evidence of reflection, assessment, or accommodations for diverse learners.	creates at least one learning scenario with one or two of the goal areas, SFLL, and state standards in designing daily and unit plans. Incorporates assessment but does not include accommodations or reflection for diverse learners.	creates some learning scenarios with the goal areas, SFLL, and state standards in designing daily and unit plans. Incorporates assessment and accommodations for diverse learners, includes limited reflection.	creates several learning scenarios with the goal areas, SFLL, and state standards in designing daily and unit plans. Incorporates reflection, assessment, and accommodations for diverse learners.	
<b>Selecting and designing instructional materials</b>	does not design learner-centered activities around adapting materials and resources that are standards-based and age appropriate. Does not use any authentic materials. Does not select or adapt materials that are “real world” and relevant to make standards-based learning engaging. Does not use a range of standards-based materials, resources, and technology applications. Does not select, adapt, and use them in language and content teaching.	designs 1 -2 learner-centered activities around adapting materials and resources that are standards-based and seldom age appropriate. Accesses few sources of authentic materials. Selects and adapts few materials that are “real world” and relevant to make standards-based learning engaging. Uses few standards-based materials, resources, and technology applications. Selects, adapts, and uses a few of them in language and content teaching.	designs some learner-centered activities around adapting materials and resources that are standards-based and sometimes age appropriate. Accesses some sources of authentic materials. Selects and adapts some materials that are “real world” and relevant to make standards-based learning engaging. Uses a range of standards-based materials, resources, and technology applications. Selects, adapts, and uses some of them in effective language and content teaching.	designs numerous learner-centered activities around adapting materials and resources that are standards-based and age appropriate. Accesses multiple sources of authentic materials. Selects and adapts materials that are “real world” and relevant to make standards-based learning engaging. Use a wide range of standards-based materials, resources, and technology applications. Selects, adapts, and uses them in effective language and content teaching.	
<b>Standard 5: Assessment of Languages and Cultures – Impact on Student Learning</b> Knowledge of assessment models and how to use them appropriately 5.a. Designs and uses ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students	does not describe an integrated system of formative and summative assessments that measure development of target language proficiency. Does not include any -designed assessments. Does not include a plan for adapting assessments for students with special needs. Does not provide any samples of integrated performance assessments or scoring rubrics.	attempts to describe an integrated system of formative or summative assessments that measure development of target language proficiency. Includes at least 1 -designed assessment. Includes ideas for adapting assessments for students with special needs. Provides samples of integrated performance assessments but without scoring rubrics.	describes an integrated system of formative and summative assessments that measure development of target language proficiency. Includes at least 3 -designed assessments. Includes a plan for adapting assessments for students with special needs. Provides samples of integrated performance assessments and scoring rubrics.	describes a comprehensive integrated system of formative and summative assessments that measure development of target language proficiency. Includes several -designed assessments. Includes a plan and samples of adapting assessments for students with special needs. Provides samples and analyses of integrated performance assessments and scoring rubrics. Shows how	

<p><b>Standard 6: Professional development, advocacy, and ethics</b>  <b>6.a. Engages in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.</b></p>	<p>does not participate in a learning community or plan for continued professional growth. Does not use print (journals) or technology resources. Plans for continued professional growth. Has not considered developing a plan.</p>	<p>does not participate in a learning community but plans for continued professional growth. Uses one print (journal) and technology resources. Plans for continued professional growth. Is considering developing a plan to then share with other teacher s for feedback.</p>	<p>sometimes participates in a learning community and plans for continued professional growth. Uses some print (journals) and technology resources. Plans for continued professional growth. Develops a plan. Shares plan with teachers, mentors, and other teacher s for feedback.</p>	<p>assessment results were used to improve future instruction.          regularly participates in a learning community and plans for continued long-range professional growth. Uses numerous print (journals) and technology resources. Plans for continued professional growth. Develops a comprehensive plan. Shares plan with teachers, mentors, and other teacher s for feedback. Engages in meaningful collaboration and self-regulation as a result of membership in various professional learning communities.</p>	
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**CLASSROOM MANAGEMENT AND STUDENT BEHAVIOR**

**Performance Rating Scale**

**4 = Excellent    3 = Competent    2 = Minimal    1 = Unsatisfactory    N/O = Not observed**

**Rating**

1. Keeps records of students’ progress and problems. \_\_\_\_\_
2. Motivates student learning through interesting and challenging activities. \_\_\_\_\_
3. Creates an orderly and supportive environment by establishing routines. \_\_\_\_\_
4. Demonstrates courtesy and caring in relationships with students. \_\_\_\_\_
5. Manages time, space, and materials to keep students productively involved in learning. \_\_\_\_\_
6. Demonstrates ability to manage two or more classroom activities simultaneously, with evidence of attention to each. \_\_\_\_\_
7. Guides student behavior and moral development through an emphasis on personal responsibility for the common good. \_\_\_\_\_
8. Manages behavior in a firm and fair manner. \_\_\_\_\_
9. Establishes and maintains an open line of communication with students. \_\_\_\_\_

**TOTAL SCORE**      \_\_\_\_\_/36    **(Minimal passing score = 30)**

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Mentor teacher \_\_\_\_\_ Date

---

University Supervisor \_\_\_\_\_ Date

(The signatures below indicate review of this evaluation profile rather than agreement.)

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Candidate \_\_\_\_\_ Date

---

Principal (or Designee) \_\_\_\_\_ Date

The information on this form becomes part of the student's confidential record, and is not provided to prospective employers by the Graduate School of Education except through the grade on a transcript or in employment recommendations requested by the student.

I-1

**Foreign/World Languages  
George Mason University  
College of Education and Human Development**

**THE ACTFL NCATE LICENSURE PORTFOLIO:  
A PERFORMANCE-BASED DOCUMENT FOR CIFL CANDIDATES**

***Introduction***

The Professional Development Portfolio is a collection of carefully selected materials and targeted reflections that provide a record of teaching experiences and growth. Its evidences align with professional standards and document a teacher candidate's knowledge, skills, and ability to teach. A performance-based document, the portfolio synthesizes learning from the teacher candidate's coursework and school-based experiences and includes multiple sources of data that should be gathered and developed in the teaching-learning process. Its purpose is to encourage teacher candidates to become actively involved in monitoring their growth and reflecting on their development as a teacher, with the idea that this practice will continue throughout their teaching career.

Quality teaching is not only a performance-based profession; it is an on-going learning process. A significant part of this process is the ability to reflect on attitudes, skills, and ideas and to be consistently willing to change and update these areas. As both a formative and summative document, the Professional Development Portfolio encourages the continuous learning process, helps the pre-service teacher move toward the goal of on-going reflective teaching, and demonstrates a teacher candidate's readiness to move into his/her own classroom (Hammadou, 1996, 1998; Fox, 1999).

The Professional Development Portfolio is one of several requirements for the successful completion of a licensure program, and is one of several factors considered in determining a teacher candidate's readiness for teaching licensure. This formative and summative product is designed around the university's mission and program goals and published professional standards that represent the professional consensus of what beginning teachers should know and be able to do. The portfolio is also designed around the American Council on the Teaching of Foreign Languages (ACTFL) standards and assessment requirements for the Council for the Accreditation of Educator Preparation (CAEP) accreditation. In addition, the Interstate New Teacher Assessment and Support Consortium (INTASC) has articulated ten standards for beginning teachers which are incorporated into this document.

The evaluation of the portfolio and its oral presentation will be integrated into the overall evaluation of a candidate's program work and internship and is a requirement for licensure completion. A presentation and review of the portfolio will take place in a conference scheduled at the conclusion of each semester. The Professional Development Portfolio may be adapted for use during the job search process.

***Guidelines for the Foreign/World Language Licensure Candidates  
Professional Development Portfolio***

The following guidelines and recommendations will be helpful to teacher candidates preparing the portfolio:

- The portfolio is an evolving document begun early in the teacher preparation program and should be continually in a state of development as candidates complete licensure coursework.
- The portfolio should be comprised of both required course products and classroom teaching that the candidate has selected because they are significant examples of growth. Faculty and teachers may suggest additional entries.
- The appearance of the portfolio should not overshadow its contents; however an organized document demonstrates careful thought and preparation. This portfolio may also be organized electronically or on an individual's web site for easy access.
- ***Each section of the portfolio should include a reflective statement*** in which the intern provides a rationale for the evidence submitted and responds to the reflection prompt that accompanies that section. *Reflection is an essential and integral part of the Portfolio process.*
- Reflections should not merely provide a description of the material included, but should tell *why* a particular item or strategy was chosen, what the teacher candidate learned through the experience, and/or what he/she would do differently/similarly the next time. Of particular note should be reflections on the results and impact of teaching practice or *how* the student might use this information in the future to improve his/her professional practice. For example, a candidate should reflect on a lesson plan or an assessment, noting pre-existing and post-teaching knowledge gains, what worked or didn't work, and proposed changes.

## PORTFOLIO CONTENTS AND FORMAT

The Professional Development Portfolio is an evolving document. We suggest that you organize it in an electronic file, to allow for order, easy access to materials, and frequent updating. Materials that are stored electronically may be submitted on a CD or via online site. The following suggested sections provide the organizing framework for the Foreign/World Language portfolio. Included with each section are suggestions for sample products that could be provided as evidence of meeting learning outcomes. **Please arrange a time to meet with your academic advisor to present the portfolio.** Other selected pieces of evidence that best illustrate each section may be chosen by the candidate (see suggestions below).

Each section must include an opening reflective statement that explains how the materials connect with and provide evidence of the specific Standard(s) addressed in that section.

### ***Recommended Format:***

**TITLE PAGE**

**TABLE OF CONTENTS**

**CANDIDATE RESUME**



## SECTIONS I-VII:

### I. Language Proficiency: Interpersonal, Interpretive, and Presentational ACTFL/CAEP Standard 1

*This section provides evidence about a candidate's ability to communicate successfully in the three modes of communication – interpersonal, interpretive, and presentational – in the target language they intend to teach. Candidate comprehends and interprets oral, printed, and videotexts by identifying the main ideas and supporting details, inferring and interpreting the author's intent and cultural perspectives, and offering a personal interpretation of the text. Candidate demonstrates beliefs about strong language proficiency in the target language and why it is important to know one's audience and adjust presentation accordingly.*

❖ **Required Reflection** on the candidate's beliefs about strong language proficiency in the target language and how their knowledge of linguistics and language comparisons informs their classroom practice.

❖ **Required item for inclusion:**

*ACTFL OPI score (or other language proficiency score recognized by individual's institution)*

❖ **Suggested additional items for inclusion**

- *Evidences of a candidate's participation in immersion experiences*
- *Performance-based project in linguistics (from a course or other method of providing evidence of knowledge of linguistic elements of the TL – this may be from a candidate's undergraduate program) that demonstrates a good understanding of the target language system*
- *Video tape of teaching, evidence of use of target language, with reflection*

### II. Cultures, Linguistics, Literatures, and Concepts from Other Disciplines ACTFL/CAEP Standard 2

This section provides evidence about a candidate's opinion on the role and value of culture and literary and cultural texts in language instruction. Demonstrate knowledge of how to integrate culture and content from other disciplines into language lessons.

**Required Reflection** on value and role of culture, and literary and cultural texts in language instruction. In lesson plans, how the integration of culture and content from other disciplines are demonstrated in language lessons.

❖ **Required for Inclusion:**

- *Praxis II score (where applicable – French, Spanish, German)*
- *Evidence selected by the candidate to show knowledge of the target language culture and literature (see below for suggestions)*

❖ **Suggested additional items for inclusion:**

- List of courses taken in the target language and its culture (undergraduate and/or graduate level should be included) may be included as partial evidence for this section, plus a selection of the following:
- Examples of service learning projects, particularly evidencing use of the target language, and with reflection on the role of culture in the language classroom, and teacher's role in promoting deep cultural understanding and incorporating social justice
- Course/knowledge-based evidences in the target language from literature and Culture related classes, as identified by candidate's program requirements – sample of papers
- Examples of lesson plans or authentic realia prepared by candidate that provide evidence of candidate's application of cultural knowledge to instruction and the incorporation of standards into their practice
- Example of how the candidate teaches literature and reading in the TL (may include a reflection on student discourse and interaction in the target language)
- Other, as identified by candidate's teacher education program

### **III. Language Acquisition Theories and Knowledge of Students and Their Needs ACTFL/CAEP Standard 3**

This section of the Portfolio should provide evidences of teacher's knowledge of language acquisition theories, their application in the classroom setting, and instructional planning and practices. Candidate reflects on the connection of second language acquisition to classroom practice that includes the incorporation of the ACTFL Student Standards, target language input and usage, and how instructional practices meet the needs of diverse learners.

- ❖ **Required Reflection** on connection of SLA theories to classroom practice that includes the incorporation of the ACTFL Student Standards, target language input and usage, and how instructional practices meet the needs of diverse learners
- ❖ **Required entry:** Language Analysis Project (course based product), or other evidence of application of language acquisition theories
- ❖ **Suggested Items for Inclusion:**
  - Excerpts from lesson plans or classroom activities that show how the teacher uses knowledge of SLA theory to inform his/her practice – this should include a unit or lesson design with reflection (teach and reflect model)
  - Linguistics project the target language

### **IV. Integration of Standards in Planning, Classroom Practice, and Use of Instructional**

## Resources

### ACTFL/CAEP 4

This section provides evidence that candidates understand national, state, and local standards and can provide evidence and application of multiple ways that standards are integrated into their classroom instruction and inform their practice. Important to this section is evidence-based integration of student standards into planning and instruction, such as unit/lesson plans. Candidate describes a classroom scenario that illustrates the integration of standards into teaching. Explains the rationales used for the selection of materials used in the lesson.

- ❖ **Required Reflection:** Describes a classroom scenario that illustrates the integration of standards into teaching. Explains the rationales used for the selection of materials used in the lesson.
- ❖ **Required Entry:** Unit Lesson Plan clearly connected to Standards with integration of culture; instructional design example appropriate to students' stages of development, learning styles, strengths, and needs, and should include appropriate assessments and scoring rubrics that demonstrate this alignment
- ❖ **Suggested Additional Items for Inclusion**
  - Instructional materials and authentic realia developed by the intern that connect to/align with the Standards
  - Textbook evaluation that includes reflection on, or discussion of, text and Standards (national, state, local)
  - Evidence of adaptations or accommodations to these lesson plans for various learning styles, abilities, instructional levels, interests, and needs of students taught
  - Student work samples and products, with permission, may be included with the unit/lesson plan
  - Photographs of classroom activities, video or video clip of classroom interactions, including teacher's and students' use of the target language
  - Other course/program requirements, as identified by the candidate's teacher education program

## V. Assessment of Languages and Cultures -- Impact on Student Learning

### ACTFL/NCATE Standard 5

Candidate reflects on beliefs about assessment and its role in instruction and learning; how assessment impacts student learning, and in what ways the evidence demonstrates knowledge in multiple ways. This section provides evidence that the teacher knows assessment models and uses assessment of languages and cultures to inform classroom practice. It demonstrates that teacher candidates can evaluate student performance to

design instruction appropriate for the social, cognitive, and emotional development of all learners. Evidence should include a clear statement about impact on student learning.

- ❖ **Required Reflection** on candidate's beliefs about assessment and its role in instruction and learning, how assessment impacts student learning, and in what ways candidates believe the evidences in this section demonstrate their knowledge in multiple ways. Impact on student learning should be clearly included.
- ❖ **Required Item:** Assessment that includes description, student data, and reflection by candidate on pre- and post-lesson learning and assessment; must include an analysis of results of assessment and impact on student learning and future direction of classroom practice as a result of the assessment.
- ❖ **Suggested Additional Items for Inclusion:**
  - Examples of integrated assessments that provide evidence that the candidate understands ongoing assessment and can implement multiple ways of assessment that are age- and level-appropriate.
  - Evidence that candidates can interpret and report results of assessment and provide for feedback and discussion.
  - Compilation of several assessment techniques used for authentic and performance-based assessment in the classroom
  - Case study of an individual, with summary of assessment strategies
  - Other evidence, as required by candidate's teacher education program.

## VI. Technology ISTE Standard 1

This section provides evidence of how the teacher candidate uses a variety of media and other communication tools in professional practice and to support and enrich communication and learning opportunities for students.

- ❖ **Required Reflection** on candidate's beliefs about technology & language learning, and its role in meeting the needs of all learners.
- ❖ **Suggested Items for Inclusion at the choice of the candidate:**
  - Compilation of web sites used for professional research or class preparation
  - Examples of different types of technology used in the classroom to enrich learning opportunities (i.e. WebQuests, lists of web sites used for self and with students, software programs, videos)
  - Example(s) of web based homework site, or course communication site used for course facilitation (e.g., Blackboard or Web CT)
  - Example of a lesson plan or other learning activities that incorporate technology

- Student products - with appropriate permission – created using technology and/or multimedia

## **VII. Professional Development, Advocacy, and Ethics**

### **ACTFL/CAEP Standard 6**

This section provides information about how teachers are members of learning communities, how they communicate with colleagues, students, and parents, and how they use inquiry and reflective practice as a cornerstone of their practice, and plan for their ongoing professional development. It also includes a belief statement about language teaching and learning, called the Philosophy of Education Statement.

- ❖ **Required Reflection** on candidate's practices and beliefs about professionalism, reflection, inquiry, and school and community collaboration in the support of student learning and how the items included provide evidence of these beliefs. It should include a projected professional development plan.





B. Works with students' Individual Education Plans and/or makes appropriate accommodations or modifications to learning goals or lesson plans based on student's assessment data and identified special educational needs.						
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C. Demonstrates knowledge of and follows all legal processes and other applicable laws, regulations, statutes, and rules that apply to <u>students with special needs</u> .						
D. Designs instruction to build on learners' prior knowledge and experiences.						
E. Incorporates theories and tools of second language development and acquisition into planning and instruction, including strategies for making content accessible to English language learners to evaluate and support their development of English proficiency.						
F. Demonstrates knowledge of all legal processes, applicable laws, regulations, statutes, and rules regarding identification, placement, and instruction of <u>English language learners</u> .						
G. Accesses resources and special services to meet learning differences or needs.						
<b>Composite Rating:</b> Learning Differences (InTASC 2)						

<b>3. Learning Environments (InTASC 3) (ISTE NETS-T 2)</b> The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.	1	2	3	4	NA	COMMENTS (Additional Comments may be attached)
A. Collaborates with learners, families, and colleagues to promote a safe, positive, and respectful learning climate.						
B. Promotes collaboration between students as well as self-direction, development of shared values and respectful interactions, rigorous academic discussions, and responsibility for quality work.						
C. Manages the learning environment by organizing, allocating, and coordinating resources, time, and space.						
D. Collaborates with learners to evaluate and adjust the learning environment.						
E. Demonstrates respect for the cultural backgrounds and perspectives of learners.						
F. Applies effective interpersonal communication skills to build learners' capacity to collaborate.						
<b>Composite Rating:</b> Learning Environments (InTASC 3) (ISTE NETS-T 2)						

<p><b>4. Content Knowledge (InTASC 4)</b> The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.</p>	1	2	3	4	NA	<p>COMMENTS (Additional Comments may be attached)</p>
A. Uses multiple representations and explanations of content.						
B. Encourages learners to understand, question, and analyze ideas from multiple perspectives.						
C. Guides learners to apply methods of inquiry, standards of evidence, and academic language unique to each content area.						
D. Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.						
E. Recognizes and corrects learner misconceptions in a discipline.						
F. Evaluates and modifies instructional resources and curricular materials for comprehensiveness, accuracy, and appropriateness.						
G. Uses supplemental resources and technology to ensure content accessibility, accuracy, and relevance to learners.						
<p><b>Composite Rating:</b> Content Knowledge (InTASC 4)</p>						
<p><b>6. Assessment (InTASC 6) (ISTE NETS-T 3)</b> The candidate understands and uses <u>multiple methods of assessment</u>, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	1	2	3	4	NA	<p>COMMENTS (Additional Comments may be attached)</p>
A. <del>Designs valid formative and summative assessments that meet learning objectives related to authentic local and global issues.</del>						
B. Uses multiple types of assessment data to document learning and develop instructional activities.						
C. <del>Applies content knowledge to real-world problems through interdisciplinary projects.</del>						
B. <del>Facilitates learners' use of current technology tools and resources.</del>						
D. Guides learners to assess their own thinking and learning, as well as the performance of others.						
C. <del>Engages learners in questioning and challenging assumptions to foster learner innovation, problem solving, generation and evaluation of new ideas, and development of original work.</del>						
E. <del>Prepares all learners for multiple assessment formats and makes appropriate accommodations for learners with disabilities or language learning needs.</del>						
D. <del>Develops learners' communication skills for varied audiences and purposes.</del>						
F. <del>Uses technology to support assessment.</del>						
E. <del>Supports development of diverse social and cultural perspectives.</del>						
<p><b>Composite Rating:</b> Assessment (InTASC 6) (ISTE NETS-T 3)</p>						
F. Develops and supports learner literacy across content areas.						
<p><b>Composite Rating:</b> Content Application (InTASC 5) (ISTE NETS -T1)</p>						

<b>7. Planning for Instruction (InTASC 7) (ISTE NETS-T 2)</b> The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	1	2	3	4	NA	COMMENTS (Additional Comments may be attached)
A. Creates relevant learning experiences aligned with curriculum goals, content standards, and benchmarks.						
B. Incorporates differentiated strategies, resources, and accommodations for individuals and groups to meet learning goals.						
C. Sequences learning experiences effectively.						
D. Plans multiple ways for learners to demonstrate knowledge and skills.						
E. Uses <u>formative and summative assessment</u> data, prior learner knowledge, and learner interest to plan instruction.						
F. Collaborates with professionals (special educators, language learning specialists, librarians, media & technology specialists) to design and deliver learning experiences to meet unique learning needs.						
G. Evaluates and adjusts plans to meet short and long range goals.						
<b>Composite Rating:</b> Planning for Instruction (InTASC 7) (ISTE NETS-T 2)						

<b>8. Instructional Strategies (InTASC 8) (ISTE NETS-T 1,2,3)</b> The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in contemporary meaningful ways.	1	2	3	4	NA	<b>COMMENTS</b> (Additional Comments may be attached)
A. Monitors student learning and uses appropriate strategies and resources to adapt instruction for individuals and groups.						
B. Collaborates with learners to design and implement relevant learning experiences, identify strengths, and access resources to develop their areas of interest.						
C. Varies the teacher role in the instructional process (instructor, facilitator, coach, audience) to address content, teaching goals, or needs of learners.						
D. Provides multiple models and representations of concepts and skills to implement lesson plans effectively.						
E. Engages all learners in developing higher order questioning skills and metacognitive processes.						
F. Provides opportunities for learners to access, interpret, evaluate, and apply information.						
G. Uses multiple strategies to expand learner communication through speaking, listening, reading, writing, and technology.						
H. Asks questions to stimulate discussion for different purposes such as probing for understanding articulation of ideas and thinking processes, and helping learners to question.						
I. Provides clear directions and explanations.						
<b>Composite Rating:</b> Instructional Strategies (InTASC 8) (ISTE NETS-T 1,2,3)						

<b>9. Professional Learning and Ethical Practice (InTASC 9) (ISTE NETS-T 4)</b> The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.	1	2	3	4	NA	<b>COMMENTS</b> (Additional Comments may be attached)
A. Participates in ongoing learning opportunities to develop knowledge and skills to provide all learners with engaging curriculum and learning experiences based on local and state standards.						
B. Engages in professional development aligned with the needs of the teacher, learners, school, and system.						
C. Uses data and resources to evaluate the outcomes of teaching and learning to adapt planning and practice.						
D. Reflects on personal biases and accesses resources to deepen understanding of cultural, linguistic, ethnic, gender, and learning variations.						
E. Demonstrates integrity regarding professional ethics (judgment, confidentiality, and appropriate communication).						

F. Maintains professional appearance.						
G. Demonstrates professional demeanor (enthusiasm for teaching and learning, a caring and positive attitude, flexibility, initiative, reliability, and respect).						
H. Responds to constructive criticism and modifies practices accordingly.						
I. Uses professional, respectful, and grammatically correct language in oral and written communication.						
J. Advocates, models, and teaches safe, legal, and ethical use of digital information and technology, including copyright and intellectual property, information privacy (privacy of student data), appropriate documentation of sources, and respect for others in the use of social media.						
<b>Composite Rating: Professional Learning and Ethical Practice (InTASC 9) (ISTE NETS-T 4)</b>						
<b>10. Leadership and Collaboration (InTASC 10) (ISTE NETS-T 5)</b> The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.	1	2	3	4	NA	COMMENTS (Additional Comments may be attached)
A. Collaborates with colleagues to share responsibility for decision making and accountability for student learning.						
B. Works with other school professionals to plan and facilitate learning on how to meet the diverse needs of learners.						
C. Supports the mission and vision of the school.						
D. Works collaboratively with learners and families to establish mutual expectations and ongoing communication to support learner development and achievement.						
E. Engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.						
F. Uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.						
G. Advocates for learners, the school, the community, and the profession.						
<b>Composite Rating: Leadership and Collaboration (InTASC 10) (ISTE NETS-T 5)</b>						

Signature below indicates participation in the assessment process:

Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Mentor Teacher: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

University Supervisor: \_\_\_\_\_

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**Note: Editing and revisions to this document were created by Dr. Marjorie Hall Haley and Melissa Ferro, doctoral student, GSE, Fall 2006.**



**College of Education and Human Development Core Values**

**COLLABORATION**

**ETHICAL LEADERSHIP**

**INNOVATION**

**RESEARCH-BASED PRACTICE**

**SOCIAL JUSTICE**