SYLLABUS

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Foreign Language and Latin PK-12

EDCI 790
Internship in Education (1-6:1-6:0)
Fall 2013
Monday – Friday 7:30 AM – 4:00 PM
Elementary and Secondary School Setting

PROFESSOR:
Name: Dr. Marjorie Hall Haley
Office phone: 703-993-8710
Office location: Thompson Rm 1504
Office hours: Monday – Friday 8:00 AM – 4:00 PM
Email address: mhaley@gmu.edu

COURSE DESCRIPTION:
Prerequisites: Eligibility for student teacher/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).

Course description: Intensive, supervised clinical experience for full semester in accredited schools, both at elementary and secondary levels. Students must register for appropriate section.

NATURE OF COURSE DELIVERY:
This course is highly interactive by design. It is predicated upon learning by doing and discovery learning under the guidance and supervision of a cooperating teacher and a university supervisor over a fifteen week period. Assessment is based on performance-based assignments. Students will be engaged in cooperative learning, small group discussions, student-led teaching, videos, multimedia, and reflection. Rubrics are provided in the Student Teaching Internship Manual.
LENGTH OF STUDENT TEACHING/INTERNSHIP
GMU requires 300 student teaching clock hours, including 150 clock hours of direct teaching. This commitment is a 15-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 Student and Faculty Services may approve early termination based on the recommendation of the university supervisor and cooperating teacher.

FORMAT FOR STUDENT TEACHING/INTERNSHIP
Student teachers/interns in the Foreign/World Language program spend half of the student teaching/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 student teacher/intern 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 student 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, student teachers/interns should always progress at a rate appropriate to their preparedness to assume responsibility for instruction.

LEARNER OUTCOMES:
This course is designed to enable students to:
• Be able to demonstrate ability to teach a foreign/second language using a synthesis of both older and more recent innovative methods
• Be able to use instructional strategies which accommodate methods of teaching foreign/second languages
• Demonstrate ability to organize a detailed lesson plan for foreign/second language teaching, including all three communicative modes (interpersonal, interpretive, and presentational) while focusing on the end goal of oral proficiency and performance.

PROFESSIONAL STANDARDS:
The ACTFL Standards for Pre-K-12 Students
Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
National Board for Professional Teaching Standards (NBPTS)
Virginia Standards of Learning (SOLs)

REQUIRED TEXTS:
Patrick, Paula. (2007). The keys to the classroom: A basic manual to help new language teachers find their way. ACTFL. Alexandria, VA.
George Mason University Policies and Resources for Students

a. Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

b. Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301ge.html].

c. Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students’ personal experience and academic performance [See http://caps.gmu.edu/].

d. Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester http://ods.gmu.edu/.

e. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

f. The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

g. University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:
## SUMMARY OF SCHEDULES FOR STUDENT TEACHING
### FOREIGN/WORLD LANGUAGES

*First Placement*

<table>
<thead>
<tr>
<th></th>
<th>Student Teacher/Intern (ST)</th>
<th>Cooperating Teacher (CT)</th>
<th>University Supervisor (US)</th>
</tr>
</thead>
</table>
| **First Placement**  | □ Attend Orientation to meet US and receive materials for CT  
 □ Contact schools early to meet principals and CT | □ Conduct school-based orientation  
 □ Review student-teaching plan with ST and US  
 □ Team plan and co-teach with ST  
 □ Conduct Informal Observations (A-2)  
 □ Complete Progress Reports biweekly with ST (Appendix D) | □ Attend GMU orientation to receive manual, assignments, and to meet STs  
 □ Communicate expectations |
| **Prior to First Week** | □ Attend Orientation to meet US and receive materials for CT  
 □ Contact schools early to meet principals and CT | □ Attend GMU orientation to receive manual, assignments, and to meet STs  
 □ Communicate expectations | □ Attend GMU orientation to receive manual, assignments, and to meet STs  
 □ Communicate expectations |
| **Weeks 1-4**         | □ Begin Log of Hours (E-2)  
 □ Attend any orientations to schools and class(es).  
 □ Observe and assist CT  
 □ Co-plan / Co-teach beginning with 1-2 sections or specific lessons  
 □ Prepare 3-ring binder for: Lesson plans  
 Journal entries  
 Log of hours (E-2)  
 Completed Informal Observation Reports by CT (A-2)  
 Completed Progress Reports --biweekly with CT (D)  
 Completed Formal Classroom Observation Reports by US (A-1)  
 Completed Summary Observation Report by US (G)  
 Completed Profile Evaluation Reports by US with CT for midterm and final evaluations (H) | □ Conduct school-based orientation  
 □ Review student-teaching plan with ST and US  
 □ Team plan and co-teach with ST  
 □ Conduct Informal Observations (A-2)  
 □ Complete Progress Reports biweekly with ST (Appendix D) | □ Contact CTs to visit sites and to meet principals (both placements)  
 □ Clarify procedures with CT  
 □ Schedule observations as feasible |

**Note:**
- E-2 refers to the second edition of the每股 (stock) report.
- A-1, A-2, etc., refer to different sections or appendices in the report.
<table>
<thead>
<tr>
<th>Week 4 Quarterly Evaluation</th>
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<tbody>
<tr>
<td>Completed Summary Of Placement by US with CT (F)</td>
<td>Begin Professional Development Portfolio (refer to I-1, I-2)</td>
<td>Continue Informal Observations and Progress Reports with ST</td>
</tr>
<tr>
<td>Gradually assume independent teaching</td>
<td>Review Experience Checklist with CT (B)</td>
<td>Conduct formal observation with CT (A-1)</td>
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<tr>
<td>Make video of teaching and self-evaluate using Appendix G</td>
<td>Continue Informal Observations and Progress Reports with ST</td>
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<tr>
<td>Continue independent teaching with gradual return to CT in Week 7</td>
<td>Review Experience Checklist with ST (B)</td>
<td>Check Log of Hours (E-2)</td>
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<tr>
<td>Assist ST with video</td>
<td>Confer with ST and CT</td>
<td></td>
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<tr>
<td>Informal Observations and Progress Reports with ST</td>
<td>Assist ST with development of Portfolio</td>
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<tr>
<td>Maintain contact with CT and ST</td>
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<tr>
<th>Week 5-7</th>
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<tbody>
<tr>
<td>Collect copies of all reports from US (E-2, F, G, H)</td>
<td>Conduct Profile Evaluation (H) and discuss final grade with US</td>
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<tr>
<td>Continue work on Professional Development Portfolio</td>
<td>Assist US in completing mid-term evaluations (E-2, F, H)</td>
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<tr>
<td>Complete Evaluations (K-1 and K-2)</td>
<td>Complete Evaluations (K-3 and L)</td>
<td></td>
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<tr>
<td>Conduct Summary Observation Report (G)</td>
<td>Sign Log of Hours (E-2)</td>
<td></td>
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<tr>
<td>Review Profile Evaluation (H) with CT and discuss final grade.</td>
<td>Complete Eval. (K-4)</td>
<td></td>
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<tr>
<td>Conduct Summary of Placement with CT (F)</td>
<td>Informally review Professional Development Portfolio</td>
<td></td>
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</table>
### FOREIGN/WORLD LANGUAGES

*Second Placement*

<table>
<thead>
<tr>
<th>Time</th>
<th>Student Teacher/Intern (ST)</th>
<th>Cooperating Teacher (CT)</th>
<th>University Supervisor (US)</th>
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<tbody>
<tr>
<td><strong>Second Placement</strong></td>
<td>□ Begin Log of Hours (E-2) □ Observe and assist CT □ Co-plan / Co-teach beginning with 1-2 sections or specific lessons □ Continue to use 3-ring binder for all lesson plans, journal entries, and documents</td>
<td>□ Conduct school-based orientation □ Review student-teaching plan with ST and US □ Team plan and co-teach with ST □ Conduct Informal Observations (A-2) □ Complete Progress Reports biweekly with ST (Appendix D)</td>
<td>□ Contact CT to visit site and to meet principal (follow up to initial call done at beginning of semester) □ Clarify procedures with CT □ Schedule observations as feasible □ Schedule a mid-semester meeting of STs (if feasible)</td>
</tr>
<tr>
<td><strong>Weeks 8-11</strong></td>
<td>□ Gradually assume independent teaching □ Contact GMU Academic Advisor and coordinate a time and place (with CT and US) for end of semester presentation of Professional Development Portfolio □ Review Experience Checklist with CT (B)</td>
<td>□ Continue Informal Observations and Progress Reports with ST □ Review Experience Checklist with ST (B)</td>
<td>□ Conduct formal observation with CT (A-1) □ Check Log of Hours (E-2) □ Confer with ST and CT on progress □ Assist ST with development of Portfolio</td>
</tr>
<tr>
<td><strong>Week 12</strong></td>
<td>□ Make video of teaching and self-evaluate using Appendix G □ Continue independent teaching with gradual return to CT in Week 14 □ Complete Professional Development Portfolio</td>
<td>□ Assist ST with video □ Continue Informal Observations and Progress Reports with ST</td>
<td>□ Maintain contact with ST and CT</td>
</tr>
<tr>
<td><strong>Quarterly Evaluation</strong></td>
<td>□ Collect copies of all reports from US (E-2, F, G, H, J) □ Complete Evaluations (K-1, K-2 and L) □ Present Professional</td>
<td>□ Conduct Profile Evaluation (H) and discuss final grade with US □ Assist US in completing end of semester</td>
<td>□ Conduct Summary Observation Report (G) □ Review Profile Evaluation (H) with CT and discuss final grade □ Conduct Summary of</td>
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<tr>
<td><strong>Week 13-15</strong></td>
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<td><strong>Week 15</strong></td>
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<td><strong>End of Internship</strong></td>
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</table>
A. Performance-based assessments –

**DOCUMENTATION**

The Student Teaching Manual contains all forms, which must be submitted to OSFS at the end of the student teaching/internship experience (except for the forms required for compensation of the cooperating teacher). **These forms should be copied as needed.** Folders containing the Student Teaching Manual and other information for university supervisors and cooperating teachers are distributed at the scheduled Student Teacher/Intern Orientation or afterward in OSFS, Robinson A307. Students deliver the folders to their cooperating teachers unless teachers have requested the materials earlier. These folders should be used to collect and submit documentation to OSFS through the university supervisor. Students should be provided copies of all documents to the university supervisor and the cooperating teacher.

**Documentation: Student Teachers/Interns**

The student teacher/intern 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 student teacher/intern must provide daily lesson plans for review by the cooperating 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:** Student teacher’s 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:** Student teachers/interns must make journal entries, which are kept in the binder for review by the university supervisor and cooperating teacher. These entries should reflect teaching experiences that impact the student teacher’s
growth and progress during the internship

- **Bi-weekly Progress Report:** Student teachers complete Part I of the Progress Report (Appendix D) once every two weeks, give it to the cooperating 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 student teacher/intern should review the Experience Checklist (Appendix B) with each cooperating teacher after the first few weeks of working together. Areas of interest should be addressed during the rest of the internship (for each placement).

- **Self Evaluation of Teaching Video:** The student teacher/intern should create one teaching demonstration video for each placement. A self-evaluation of each teaching video should be conducted using Appendix G as a guide.

- **Evaluations:** The student/teacher intern should complete evaluation reports for each cooperating teacher (Appendix K-1) and the university supervisor (Appendix K-2). An evaluation of this manual should also be completed using Appendix L.

- **Other:** Student teacher/interns should keep copies of the Classroom Observation Reports (Appendix A-1, A-2), Summary Observation Reports (Appendix G) and the Profile for Evaluation of Student Teacher (Appendix H) in the binder. These reports may also be incorporated in the professional development portfolio as evidence of professional growth.

**B. Criteria for evaluation**

Grading -- **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 cooperating teacher(s) and the university supervisor shall determine the interim and final grades jointly after consultation. If they cannot agree, the Director of Student and Faculty Services 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. An intern or student teacher 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.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See http://gse.gmu.edu/facultystaffres/profdisp.htm for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#Anchor12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html. Click on responsible Use of Computing Policy at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See http://www.gmu.edu/student/drc/ or call 703-993-2474 to access the DRC.
George Mason University
Graduate School of Education

Profile for Evaluation of
STUDENT TEACHERS/INTERNS

Student Teacher/Intern: ________________ School: ________________ Subject(s)/Level(s):

Evaluator: ________________  □ Univ. Sup. □ Clin. Fac./Coop 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/cooperating 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 student teacher/intern and for the final evaluation, according to expectations for a beginning teacher.

**Analytic Scoring Rubric for Teaching Internship Evaluation**

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<tbody>
<tr>
<td>2.a. Integration of cultural framework for foreign language standards into planning</td>
<td>Candidate does not make connections among the cultural perspectives and products in lesson planning and instructional practices.</td>
<td>Candidate makes vague connections among the cultural perspectives and products in lesson planning and instructional practices.</td>
<td>Candidate makes some connections among the cultural perspectives and products in lesson planning and instructional practices.</td>
<td>Candidate 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</td>
<td></td>
</tr>
<tr>
<td>3.b. Develops instructional practices that reflect language outcomes and learner diversity</td>
<td>Candidate does not use information about students’ backgrounds, language proficiency, learning styles and multiple intelligences to differentiate instruction and assessment.</td>
<td>Candidate uses little information about students’ backgrounds, language proficiency, learning styles and multiple intelligences to differentiate instruction and assessment.</td>
<td>Candidate uses some information about students’ backgrounds, language proficiency, learning styles and multiple intelligences to differentiate instruction and assessment.</td>
<td>Candidate uses many information sources about students’ backgrounds, language proficiency, learning styles and multiple intelligences to differentiate instruction and assessment.</td>
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<tr>
<td>4.a. Understanding and integration of standards in planning</td>
<td>Candidate does not create a learning scenario with evidence of incorporating SFL and state standards in designing daily and unit plans. Does not provide evidence of reflection, assessment, or accommodations for diverse learners.</td>
<td>Candidate creates at least one learning scenario with one or two of the goal areas, SFL, and state standards in designing daily and unit plans. Incorporates assessment but does not include accommodations or reflection for diverse learners.</td>
<td>Candidate creates some learning scenarios with the goal areas, SFL, and state standards in designing daily and unit plans. Incorporates assessment and accommodations for diverse learners. includes limited reflection.</td>
<td>Candidate creates several learning scenarios with the goal areas, SFL, and state standards in designing daily and unit plans. Incorporates reflection, assessment, and accommodations for diverse learners.</td>
<td></td>
</tr>
<tr>
<td>4.b. Integration of standards in instruction</td>
<td>Candidate does not use SFL and state standards to design lessons. There is no clearly defined focus of classroom activities. The 5Cs, the 4 skills (LSRW), and all 3 modes (Interpretive, Interpersonal, Presentational) of communication are not included. Does not provide daily and unit plans that demonstrate the knowledge and skills to integrate national and state standards for lessons.</td>
<td>Candidate seldom uses SFL and state standards to design lessons. These are seldom the focus of classroom activities. The 5Cs, the 4 skills (LSRW), and all 3 modes (Interpretive, Interpersonal, Presentational) of communication are seldom included. Does not provide daily and unit plans that demonstrate the knowledge and skills to integrate national and state standards for lessons.</td>
<td>Candidate uses SFL and state standards to design lessons. These are sometimes the focus of most of the classroom activities. The 5Cs, the 4 skills (LSRW), and all 3 modes (Interpretive, Interpersonal, Presentational) of communication are included. Provides daily plans that demonstrate the knowledge and skills to integrate national and state standards for lessons.</td>
<td>Candidate uses SFL and state standards to design lessons. These are then the focus of all classroom activities. The 5Cs, the 4 skills (LSRW), and all 3 modes (Interpretive, Interpersonal, Presentational) of communication are included. Provides daily and unit plans that demonstrate the knowledge and skills to integrate national and state standards for lessons.</td>
<td></td>
</tr>
<tr>
<td>4.c. Selecting and designing instructional materials</td>
<td>Candidate does not design learner-centered activities around adapting materials and resources that are standards-based and age appropriate. Does not 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.</td>
<td>Candidate 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.</td>
<td>Candidate 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.</td>
<td>Candidate 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.</td>
<td></td>
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5.a. Knowledge of assessment models and how to use them appropriately

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>Candidate does not describe an integrated system of formative and summative assessments that measure development of target language proficiency. Does not include any candidate-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.</td>
</tr>
<tr>
<td>2.</td>
<td>Candidate attempts to describe an integrated system of formative and summative assessments that measure development of target language proficiency. Includes at least 1 candidate-designed assessment. Includes ideas for adapting assessments for students with special needs. Provides samples of integrated performance assessments but without scoring rubrics.</td>
</tr>
<tr>
<td>3.</td>
<td>Candidate describes an integrated system of formative and summative assessments that measure development of target language proficiency. Includes at least 3 candidate-designed assessments. Includes a plan for adapting assessments for students with special needs. Provides samples of integrated performance assessments and scoring rubrics.</td>
</tr>
<tr>
<td>4.</td>
<td>Candidate describes a comprehensive integrated system of formative and summative assessments that measure development of target language proficiency. Includes several candidate-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 assessment results were used to improve future instruction.</td>
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6.a. Engages in professional development

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<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>Candidate 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.</td>
</tr>
<tr>
<td>2.</td>
<td>Candidate sometimes participates in a learning community and plans for continued professional growth. Uses some print (journals) and technology resources. Plans for continued professional growth. Is considering developing a plan to then share with other teacher candidates for feedback.</td>
</tr>
<tr>
<td>3.</td>
<td>Candidate 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 candidates for feedback. Engages in meaningful collaboration and self-regulation as a result of membership in various professional learning communities.</td>
</tr>
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### CLASSROOM MANAGEMENT AND STUDENT BEHAVIOR

<table>
<thead>
<tr>
<th>Performance Rating Scale</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 = Excellent</td>
<td>______</td>
<td>Keeps records of students’ progress and problems.</td>
</tr>
<tr>
<td>3 = Competent</td>
<td>______</td>
<td>Motivates student learning through interesting and challenging activities.</td>
</tr>
<tr>
<td>2 = Minimal</td>
<td>______</td>
<td>Creates an orderly and supportive environment by establishing routines.</td>
</tr>
<tr>
<td>1 = Unsatisfactory</td>
<td>______</td>
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<tr>
<td>N/O = Not observed</td>
<td>______</td>
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</table>
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. Handles disruptive or destructive behavior firmly and fairly. ______

9. Communicates regularly with parents and involves them in problem solving. ______

TOTAL SCORE _____/36 (Minimal passing score = 30)

Clinical Faculty/Cooperating Teacher Date

University Supervisor Date

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

Student Teacher/Intern 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.