

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION**

Foreign Language and Latin PK-12

**EDCI 790 – CRN 81452
Internship in Education (1-6:1-6:0)
Fall 2015
Monday – Friday 7:30 AM – 4:00 PM
Elementary and Secondary School Setting**

PROFESSOR:

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COURSE DESCRIPTION:

Prerequisites: Eligibility for candidate 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 s 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 mentor 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 mentor teacher.

FORMAT FOR STUDENT TEACHING/INTERNSHIP

Candidates 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 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 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, candidates 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***

		Mentor Teacher (MT)	University Supervisor (US)
First Placement Prior to First Week	<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 GMU orientation to receive manual, assignments, and to meet s <input type="checkbox"/> Communicate expectations
Weeks 1-4	<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"> •Lesson plans •Journal entries •Log of hours (E-2) •Completed Informal Observation Reports by MT (A-2) •Completed Progress Reports --biweekly with MT (D) •Completed Formal Classroom Observation Reports by US (A-1) •Completed Summary Observation Report by US (G) •Completed Profile Evaluation Reports by US with MT for midterm and final evaluations (H) 	<input type="checkbox"/> Conduct school-based orientation <input type="checkbox"/> Review student-teaching plan with and US <input type="checkbox"/> Team plan and co-teach with <input type="checkbox"/> Conduct Informal Observations (A-2) <input type="checkbox"/> Complete Progress Reports biweekly with ST (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

	<ul style="list-style-type: none"> •Completed Summary Of Placement by US with MT (F) <input type="checkbox"/> Begin Professional Development Portfolio (refer to I-1, I-2) 		
Week 4 Quarterly Evaluation	<ul style="list-style-type: none"> <input type="checkbox"/> Gradually assume independent teaching <input type="checkbox"/> Review Experience Checklist with MT (B) 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue Informal Observations and Progress Reports with ST <input type="checkbox"/> Review Experience Checklist with (B) 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct formal observation with MT (A-1) <input type="checkbox"/> Check Log of Hours (E-2) <input type="checkbox"/> Confer with ST and MT <input type="checkbox"/> Assist with development of Portfolio
Week 5-7	<ul style="list-style-type: none"> <input type="checkbox"/> Make video of teaching and self-evaluate using Appendix G <input type="checkbox"/> Continue independent teaching with gradual return to MT in Week 7 	<ul style="list-style-type: none"> <input type="checkbox"/> Assist ST with video <input type="checkbox"/> Continue Informal Observations and Progress Reports with 	<ul style="list-style-type: none"> <input type="checkbox"/> Maintain contact with MT and
Week 7 Mid-term Evaluation	<ul style="list-style-type: none"> <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"/> Complete Evaluations (K-1 and K-2) 	<ul style="list-style-type: none"> <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"/> Complete Evaluations (K-3 and L) 	<ul style="list-style-type: none"> <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) <input type="checkbox"/> Complete Eval. (K-4) <input type="checkbox"/> Informally review Professional Development Portfolio

FOREIGN/WORLD LANGUAGES
Second Placement

Time		Mentor Teacher (MT)	University Supervisor (US)
Second Placement Weeks 8-11	<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 ST and US <input type="checkbox"/> Team plan and co-teach with Candidate <input type="checkbox"/> Conduct Informal Observations (A-2) <input type="checkbox"/> Complete Progress Reports biweekly with (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 s (if feasible)
Week 12 Quarterly Evaluation	<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 ST <input type="checkbox"/> Review Experience Checklist with (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 and MT on progress <input type="checkbox"/> Assist with development of Portfolio
Week 13-15	<input type="checkbox"/> Make video of teaching and self-evaluate using Appendix G <input type="checkbox"/> Continue independent teaching with gradual return to MT in Week 14 <input type="checkbox"/> Complete Professional Development Portfolio	<input type="checkbox"/> Assist with video <input type="checkbox"/> Continue Informal Observations and Progress Reports with ST	<input type="checkbox"/> Maintain contact with and MT
Week 15 End of Internship Evaluation	<input type="checkbox"/> Collect copies of all reports from US (E-2, F, G, H, J) <input type="checkbox"/> Complete Evaluations (K-1, K-2 and L) <input type="checkbox"/> Present Professional Development Portfolio to Academic Advisor, MT and US.	<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"/> Complete Evaluations (K-3 and L)	<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) <input type="checkbox"/> Evaluate Professional Development Portfolio (J) <input type="checkbox"/> Complete Evaluations (K-4 and L)
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**A. Performance-based assessments –
DOCUMENTATION**

The Internship Handbook contains all forms, which must be submitted to Clinical Practice Office 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 Student Teaching Manual and other information for university supervisors and mentor teachers are distributed at the scheduled Clinical Practice Office. 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 CPO through the university supervisor. Students should be provided copies of all documents to the university supervisor and the mentor teacher.

Documentation: Candidates

The 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 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:** 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:** 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 candidate’s growth and progress during the internship
- **Bi-weekly Progress Report:** 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 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).
- **Self Evaluation of Teaching Video:** The candidate 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 candidates 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:** Candidates should keep copies of the **Classroom Observation Reports** (Appendix A-1, A-2), **Summary Observation Reports** (Appendix G) and the **Profile for Evaluation of Candidate** (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 mentor 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 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.

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.

**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 Standard	Unacceptable – Minimum Evidence (1)	Unacceptable - Approaches Standard (2)	Acceptable - Meets Standard (3)	Target - Exceeds Standard (4)	Points
2.a. Integration of cultural framework for foreign language standards into planning	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	

<p>3.b. Develops instructional practices that reflect language outcomes and learner diversity</p>	<p>does not use information about students' backgrounds, language proficiency, learning styles and multiple intelligences to differentiate instruction and assessment.</p>	<p>uses little information about students' backgrounds, language proficiency, learning styles and multiple intelligences to differentiate instruction and assessment.</p>	<p>uses some information about students' backgrounds, language proficiency, learning styles and multiple intelligences to differentiate instruction and assessment.</p>	<p>perspectives. uses many information sources about students' backgrounds, language proficiency, learning styles and multiple intelligences to differentiate instruction and assessment. Implements activities that promote critical thinking. Identifies multiple ways in which students learn when engaged in classroom activities.</p>	
<p>4.a. Understanding and integration of standards in planning</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p>4.b. Integration of standards in instruction</p>	<p>does not use SFLL 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.</p>	<p>seldom uses SFLL 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.</p>	<p>uses SFLL 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.</p>	<p>uses SFLL 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.</p>	
<p>4.c. Selecting and designing instructional materials</p>	<p>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</p>	<p>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-</p>	<p>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</p>	<p>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</p>	

	applications. Does not select, adapt, and use them in language and content teaching.	based materials, resources, and technology applications. Selects, adapts, and uses a few of them in language and content teaching.	standards-based materials, resources, and technology applications. Selects, adapts, and uses some of them in effective language and content teaching.	materials, resources, and technology applications. Selects, adapts, and uses them in effective language and content teaching.	
5.a. Knowledge of assessment models and how to use them appropriately	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 assessment results were used to improve future instruction.	
6.a. Engages in professional development	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.	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 teachers for feedback.	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 teachers for feedback.	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 teachers for feedback. Engages in meaningful collaboration and self-regulation as a result of membership in various professional learning communities.	

CLASSROOM MANAGEMENT AND STUDENT BEHAVIOR

Performance Rating Scale

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

- | | |
|---|----------------------|
| | <u>Rating</u> |
| 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. | _____ |

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.