George Mason University
College of Education and Human Development
Teaching Culturally, Linguistically Diverse & Exceptional Learners

EDCI 790 – Section 010
Internship in Education - ESL

6 Credits   -   Fall 2015
Meets Daily at School Sites

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Prerequisites/Corequisites
Completion of all licensure courses, passing scores on PRAXIS I & VCLA

University Catalog Course Description
Intensive, supervised clinical experience for full semester in accredited school. Students must register for appropriate section.

Course Overview

The Graduate School of Education (GSE) of George Mason University in Fairfax, VA prepares teacher licensure candidates to be reflective practitioners who use research-based practices and are responsive to diversity. Field experiences and Teaching Internships are an integral part of coursework and are significant opportunities for candidates to apply new knowledge, skills and dispositions in their teaching field.

Virginia state licensure for English as a Second Language (ESL) teachers at the PreK-12 levels requires teacher candidates to conduct Teaching Internships at both elementary and secondary levels. Since the teaching internship is a 6-credit, one semester requirement, the state mandate to do internships at two separate age/grade levels (and schools) limits the Teacher candidate to approximately 8 weeks at each level, except in cases of On-the-Job Interns, where candidates have received a provisional license to teach in a school while conducting the internship. In these cases, the intern will spend 20 hours observing teachers at a different grade range than the one she is teaching in. For example, an ESL teacher hired at an elementary school would need to make 20 hours of observation at a high school during the internship.

EDCI 790, *Internship in Education,* is the final course and culminating experience in Mason's state-approved ESL teacher licensure program. It provides opportunities for extended practice under the guidance of experienced professionals from the schools and university. Such professionals in the schools are called *Mentor teachers* (MT), except when they have been trained as clinical faculty to assume more responsibility for supervision of Teacher candidates. The *University Supervisor (US)* may be full-time or adjunct faculty.

The purpose of this *syllabus* is to provide guidance to the teacher candidate, the University Supervisor, and the Mentor teacher regarding procedures and required documentation for the ESL Teaching Intern. This syllabus does not purport to provide detailed assistance on planning, teaching, observation, supervision, or evaluation. These are covered in coursework or other materials and training provided to members of the Teaching Internship team.

Many problems can be avoided by following instructions in this syllabus and in the internship manual and by seeking assistance early. Always try to solve a problem as close to the source as possible. If that is not possible, respect the lines of communication and authority in the school and university. For example, students should work with their Mentor teachers, principals, and On-site Supervisor before seeking help from the university supervisor. However, the *Teaching Culturally, Linguistically Diverse & Exceptional Learners* program is available to provide information and assistance to all members of the student teaching team.

Course Delivery Method

The course format will be that of an internship, where each candidate spends time in the field working with Mentor Teachers and ESL students in the schools each day while being evaluated jointly by the Mentor Teacher and University Supervisor.

Teacher candidates can be either *Traditional* or *On-the-Job* Candidates. *Traditional* candidates are pre-service teachers who go into another teacher's classroom to learn from that teacher and take on that teacher's responsibilities for teaching. *On-the-Job* (OTJ) candidates, on the other hand, have been hired by a school system under a Provisional License and will be working independently in their own classrooms.

<u>*Traditional* Teacher candidates</u> in the ESL PreK-12 program will spend half of their internship period at the elementary grade level (K-6) and the remaining half at the secondary level (7-12). This will typically require a change of school.

<u>*On-the-Job* Teacher candidates</u> have been hired by a school system under a Provisional License and will be required to conduct their entire Internship at their school of employment. However, because they will be teaching at either the elementary or secondary level, they <u>will also be required by the state and the college to observe students at a different school for a minimum of 20 hours during the on-the-job internship. This will entail leaving their own classrooms to observe teachers working with students at a different grade level</u>. For example, an

OTJ candidate hired to work in a high school will be required to observe an ESL teacher in an elementary school during the Teaching Internship. On-the-Job candidates should make arrangements with their principal or supervisor to complete required observation hours. Hours can be completed by utilizing early release days, planning periods, or by taking leave.

The Teacher Candidate begins by observing the ESL teacher and general education or content teachers and co-teaching with any of these teachers. The purpose of conducting preliminary observations during Week 1 is to familiarize the candidate with the content of instruction in the ESL and various content or general education classrooms to see how each teacher differentiates instruction (or does not) for ESL students, to introduce the candidate to the nature of learning challenges posed to ESL students in both ESL and content-area classrooms (by *shadowing* an ESL student), and to generate ideas for conducting the Classroom-Based Assessment (CBA) Project.

The *Traditional Teacher candidate* will gradually assume responsibility for each class until he/she carries a full teaching load for a minimum of 4 weeks. Toward the end of the assignment, the Teacher Candidate gradually returns responsibility for instruction of each class to the ESL teacher. During the transition periods before and after independent teaching, the Mentor teacher and the Teacher candidate may co-teach or share responsibility for specific periods or subjects.

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

Changing to OTJ Internship while in Traditional Internship -In the event that a traditional teaching candidate is offered a full-time contract position with a local school division while in his/her internship, he/she may not immediately switch to an on-the-job (OTJ) internship. The candidate must withdraw from the traditional internship and may apply for an OTJ internship in a future semester.

Mason requires 300 clock hours of teaching, including 150 clock hours of direct teaching. This commitment is a **full-time,** 16-week experience. These requirements exceed state licensure requirements. An extended period of supervised teaching provides better preparation and is protection against contingencies such as illness or other interruptions. Traditional teacher candidates are expected to complete the full semester in two different schools (elementary & secondary).

During the Internship, each candidate will complete a minimum of 75 hours of direct teaching in her classroom for each placement (i.e. 75 hours in a K-6 classroom plus 75 hours in a 7-12 classroom). This is an incremental transition of accepting responsibility during the 8-week placement in which the Mentor teacher slowly decreases their active role and the candidate takes control of the classroom. Then, as the candidate transitions into the second placement or completion of the Internship, the Mentor teacher will gradually resume full control of the classroom.   The Mentor teacher and Teacher candidate will work towards a mutually agreeable schedule to complete the required direct teaching in each placement.

In addition to classroom time, teacher candidates are expected to participate in school-based activities such as after-school programs, school open house or back-to-school night, or other non-teaching responsibilities as required by the school or the University.

Teacher candidates are expected to complete the full semester of the Internship. The Director of the Division of Advanced Professional Teacher Development & International Education may approve early termination based upon the recommendation of the University Supervisor and Mentor teacher.

LEARNER OBJECTIVES

This internship is designed to enable candidates to:

1. Plan and implement a variety of research- and standards-based lessons and instructional activities that meet students' learning needs;

2. Teach the academic language of the content areas;

3. Use technology to engage students and promote their learning;

4. Use knowledge of students' native cultures to plan activities that motivate their participation;

5. Provide scaffolding for student learning, such as modeling tasks and providing step-by-step directions;

6. Check for learner comprehension and identify areas needing more or different instruction;

7. Identify productive approaches to managing disruptive or unengaged students;

8. Design and use formative, classroom- and performance-based assessments to monitor student learning and direct instruction;

9. Engage in self-assessment to identify areas of strength and areas for improvement; and

10. Use professional behavior to collaborate with a school-based Cooperating Teacher and University Supervisor and respond appropriately to constructive feedback.

PROFESSIONAL STANDARDS (TESOL/CAEP)

Licensure courses are aligned with TESOL/CAEP *Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education* (2010) as well as with the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, which represent those principles that should be present in all teaching environments, regardless of the subject or grade level, and serve as a framework for the systematic reform of teacher preparation and professional development programs. The standards aim to provide consistency in teacher education programs across the United States in terms of what ESOL teachers need to know and be able to do (i.e., knowledge, skills, and dispositions to effectively teach of culturally and linguistically diverse students).

Effective teachers of all disciplines, subjects, and grade levels model and apply the National Education Technology Standards for Teachers (NETS·T) as they design, implement, and assess learning experiences and as they engage students in the classroom to enhance and support learning while they provide positive models for ethical and effective use of technology to students, colleagues, parents, and the community.

Evidence of the degree to which the academic standards have been met is compiled in a program participant's Professional Development Portfolio (refer to PDP Guidelines) throughout the licensure component of the program.

Upon completion of this internship, candidates will have met the following professional standards:

TESOL & ISTE Standards

1. *TESOL Domain 1. Language* - Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners (ELLs) develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated.

    a. *Standard 1.a. Language as a System* - Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

    b. *Standard 1.b. Language Acquisition and Development* - Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

2. **TESOL Domain 2. Culture** - Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

    Standard 2. *Culture as It Affects Student Learning* - Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

3. **TESOL Domain 3. Planning, Implementing, and Managing Instruction** - Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

    a. *Standard 3.a. Planning for Standards-Based ESL and Content Instruction* - Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel

classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

b. *Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction* Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

c. *Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction* Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

4. **TESOL Domain 4 – Assessment -** Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.
    a. *Standard 4.a. Issues of Assessment for ESL*. Candidates understand various issues of assessment (e.g. cultural and linguistic bias, political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning.

    b. *Standard 4.b. Language Proficiency Assessment*. Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

    c. *Standard 4.c. Classroom-Based Assessment for ESL*. Candidates know and use a variety of performance based assessment tools and techniques to inform instruction.

5. **TESOL Domain 5. Professionalism** - Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with colleagues and the community to: improve the learning environment, provide support, and advocate for ELLs and their families.
    a. *Standard 5.b. Professional Development, Partnerships, and Advocacy* - Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

International Society for Technology in Education Standards

Standard 2 - Design and develop digital age learning experiences and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the ISTE (ISTE 2a, 2b, 2c, 2d).

Standard 3 - Model digital age work and learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society (ISTE 3a, 3b, 3d).

Standard 5 - Engage in professional growth and leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources (ISTE 5c).

REQUIRED TEXTS:

No single textbook is required for this internship, but a number of recommended books and articles are available on Blackboard.

Course Performance Evaluation

Teacher candidates are expected to submit all evaluation documentation on time in the manner outlined by the instructor in the ESL Teaching Internship Manual.

Assignments

- **Log of Hours:** Teacher candidates keep a daily log of hours specifying hours spent in direct teaching activities, indirect teaching activities, and other school-based activities. The MT should verify and sign the Log of Hours on at least a weekly basis. A subtotal of hours is calculated and submitted to the University Supervisor at the midterm or end of first placement, and a total sum of hours is submitted at the end of the semester.

- **Bi-Weekly Progress Report:** Teacher candidates complete Part I of the Progress Report once every two weeks, give it to the Mentor teacher for completion of Parts 2 and 3, and submit it to the University Supervisor at each Formal Observation.

- **Lesson Plans:** For all direct teaching activities, the Teacher Candidate will provide lesson plans for review by the Mentor teacher. The Teacher Candidate should also submit draft lesson plans for the Formal Observation to the University Supervisor AT LEAST 48 HOURS PRIOR TO THE FORMAL OBSERVATION. The format may be mutually determined, but should include the elements listed in the *Lesson Plan Elements* found in the ESL Teaching Internship Manual. The only lesson plans to be turned in to the University Supervisor are those used during the Formal Observations by the US (use file-naming protocol for electronic files – see instructions for lesson plans and CBA Project). As part of each Formal Observation conducted by the University Supervisor, the MT & US will each independently rate the planning and instructional ability of the Teacher candidate, compare scores and agree on a final score.

- **Formal Observations:** Candidates will arrange to lead a group of students for a 60 – 90 minute period. Candidates working with MTs who do pull-out sessions with small groups for 30 minutes at a time will arrange to work with two groups consecutively during the Formal Observation. University Supervisors conduct observations using the *Formal Observation Report* form for each Teacher candidate at least four times during the entire Internship. These observations should be distributed at equal intervals, approximately every two weeks, preferably with two observations being made in each semester half. Observations should be of different classes or subject areas whenever possible. University Supervisors will discuss results with the Teacher Candidate and MT during the Formal Observation meeting.

- **Videos of Teaching:** Teacher candidates will submit two video recordings of 20 – 30 minute teaching segments in Weeks 4 and 12 for feedback from their University Supervisor.

- **Mid-Term & Final Evaluations - Analytic Rubric for Evaluation of ESL Teacher Candidate & Teacher Candidate Assessment rubric.** The University Supervisor completes a mid-semester and end-of-semester evaluation of each Teacher Candidate using two separate scoring rubrics after reaching consensus with the Mentor teacher. Signatures are necessary to verify consensus and that the form has been reviewed by the Teacher candidate.

Other Requirements

Attendance: Teacher candidates maintain the same schedule as Mentor teachers, with the contract day as the minimum but not the norm. They follow the school's calendar, not the university calendar, until the end of the Mason semester.

Absences: Teacher candidates follow school division policy regarding notification of absences for illness or other emergencies. The Mentor teacher and principal must approve all absences (except emergencies) in advance. The University Supervisor must be notified of all absences as they occur, by email and by phone. Time missed in excess of three days usually must be made up in order to provide sufficient time for independent teaching or other experiences.

School Dress Code: Teacher candidates are required to obtain information on and follow the school dress code for teachers.

Substitute Teaching: Teacher candidates are not allowed to be employed (except for On-the-Job Interns) or paid as substitute teachers.

Professional and Legal Responsibilities: Teacher candidates are expected to meet professional standards in every respect, including personal appearance and behavior. Personal commitments are no excuse for failing to fulfill all duties and responsibilities of the Teaching Internship. Outside employment is not allowed during the Teaching Internship. Teacher candidates are legally responsible for exercising reasonable care for their ESL students' welfare and for complying with federal, state, and local policies and regulations. This is best accomplished through careful study of the school'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 Divisions and Mason policies regarding student records will be followed. A Teacher candidate's evaluation may be shared with the Mentor teacher, University Supervisor, and administrators until the University Supervisor submits the Teacher candidate's cumulative folder to the Office of Academic and Student Affairs. After that time, access will be in accordance with the Privacy Act. No materials will be released for employment purposes other than for verification of meeting licensure standards.

Blackboard: Every student registered for any TCLDEL course with a required performance-based assessment is required to post it and be evaluated through Blackboard. In this internship, candidates will upload **lesson plans** to Blackboard, and University Supervisors and Mentor Teachers will complete the *Lesson Plan Rating Scale*, the *Analytic Scoring Rubric for Evaluation of ESL Teacher Candidate* and the *Teacher Candidate Assessment* rubric. Failure to submit the assessment to Blackboard will result in the instructor reporting the course grade as Incomplete (IN).

Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Course Performance Evaluation Weighting

All assignments are required for a *Satisfactory* grade; requirements are not assigned different weights.

Assignment Description	Grade %	Standards Addressed
Log of hours		State requirement
Lesson Plan Rating Scale		TESOL 1 a, 1b, 2, 3a, 3b, 3c, 4c ISTE 2, 3
Analytic Scoring Rubric for Evaluation of ESL Teacher Candidate - Mid-Term Evaluation		TESOL 2, 3a, 3b, 3c, 4c, 5a ISTE 2, 3, 5
Analytic Scoring Rubric for Evaluation of ESL Teacher Candidate - Final Evaluation		TESOL 2, 3a, 3b, 3c, 4c, 5a ISTE 2, 3, 5
Teacher Candidate Assessment – Mid-term		InTASC Standards 1 – 10 ISTE 1 - 5
Teacher Candidate Assessment – Final		InTASC Standards 1 – 10 ISTE 1 - 5
Certification Form for OTJ ESL Tchr Candidates		State requirement

GRADING POLICY

The Graduate School of Education has approved the following grading policy for EDCI 790, the Teaching Internship:

1. The grading scale will be _Satisfactory (S), Unsatisfactory (U),_ or _In Progress (IP)_ in accordance with university policy for Internships and GSE policy for counseling and administrative Internships.

2. The Mentor Teacher and the University Supervisor will determine the interim and final grades jointly after consultation. If the MT & US cannot agree on a final grade, the Director of the Division of Advanced Professional Teacher Development & International Education will determine the grade based on a review of the documentation and, in some cases, observation of the candidate's performance.

3. A Teacher candidate who receives a total score of less than 3.0 on the final four-point *Teacher Candidate Assessment* or *Analytic Scoring Rubric for Evaluation of ESL Teacher Candidate* will not be recommended for a state teaching license until he/she repeats all or part of the

internship with a grade of S (this may require enrolling and paying tuition for additional credit hours in a subsequent semester.)

4. A Teacher candidate whose performance cannot be evaluated at the end of the grading period will receive a grade *of IN*. An *IN* grade will be changed to *S* or *U* before the beginning of the next semester.

5. In some cases, a grade of *U* may be accompanied by a recommendation that the student not be allowed to repeat the Teaching Internship. In such cases, the student will be counseled out of the licensure program, although not necessarily out of the degree program.

6. LATE WORK POLICY- At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be considered under evaluation for Professionalism.* Because we live in uncertain times, if candidates have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent them from submitting work in a timely manner, it is their responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete the work. *It is up to the discretion of the instructor to approve the late/makeup work.*

7. LAPTOP/CELL PHONE POLICY **-** Laptop use is permitted at the discretion of the instructor and for specific purposes as determined by the Mentor Teacher. Cell phones must be turned off/silenced during class periods but may used during breaks. Teacher candidates must follow school site regulations regarding teacher and student use of cell phones and laptops in school and in the classroom.

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times. For a listing and self-assessment of these dispositions see PROFESSIONALISM in both scoring rubrics – *Analytic Rubric for Assmt. of ESL Teacher Candidate & Teacher Candidate Assessment* and in Blackboard>Organizations> TCLDEL Local Placement> Dispositions Assessment.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the George Mason University Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students *solely* through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

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

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The George Mason University Writing Center 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/).

- 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/).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to

http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website at https://cehd.gmu.edu/.

HONOR CODE & INTEGRITY OF WORK

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (http:/oai.gmu.edu/honor-code/). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: https://owl.english.purdue.edu/owl/resource/589/02/
4. You may also not "reuse" fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

Class/Teaching S*chedule & Timeline A* for <u>Traditional Candidates</u>

Working with your MT, use the table below to schedule a gradual transition to your independent teaching and dates for your Formal Observations.

Weeks*	Teacher candidate (TC)	Mentor teacher (MT)	University Supervisor (US)
1 - 2	Observe MT & several content teachers for differentiation strategies and classroom management approaches (*shadow* several ESL students to their content or general education classrooms). Learn about WIDA language proficiency testing schedule and how student scores are used to place students into the ESL program Plan short lessons to co-teach, lead small groups **Complete Bi-Weekly Progress Report**	Orient Intern to school Facilitate observations of other teachers and classrooms Plan short lessons w/ Intern Complete Informal Observation Forms **Complete Bi-Weekly Progress Report**	Meet with Intern and MT Schedule observations Explain, clarify, answer questions, especially required documentation
2 - 3	Plan longer lessons, reflect on the lessons presented Participate in student-related activities Take responsibility for teaching at least one class of students, then 2 and 3 classes Schedule Formal Observation #1/3** **Complete Bi-Weekly Progress Report**	Assist TC in lesson planning and provide feedback (Appendix A) Allow TC to do independent teaching with at least one class of students Complete Informal Observation Forms **Complete Bi-Weekly Progress Report**	Conduct Formal Observation # 1 **Complete Formal Observation Report & Lesson Plan Rating Scale**
4 - 8	Take over total teaching responsibility in coordination with MT for at least 4 weeks During Weeks 7 and 8, gradually return all classes to the MT and freely observe other teachers Schedule Formal Observation #2/4 **Make video recording of teaching** **Complete Bi-Weekly Progress Report, Log of Hours, all evaluation forms**	Assist TC in taking over total teaching responsibility of classes agreed upon (eventually leave the classroom) During Weeks 7 (and 8) Gradually resume teaching responsibilities for all classes Complete Informal Observation Forms **Complete Bi-Weekly Progress Report, Interim or Final Evaluation Rubric & Teacher Candidate Assmt. with US, and all evaluation forms**	Conduct Formal Observation # 2 **Complete Formal Observation Report & Lesson Plan Rating Scale, Complete Interim or Final Evaluation & Teacher Candidate Assmt. Rubric with MT. and all evaluation forms**

*Items in red indicate materials due to the University Supervisor. **4 Formal Observations are conducted in approximately Weeks 3-4, 5-7, 10 - 11 and 13-14 of the Internship.

Class/Teaching S*chedule & Timeline B* for <u>On-the-Job Candidates</u>

Weeks*	Teacher candidate (TC)	Mentor teacher (MT)	University Supervisor (US)
1 – 2	Meet MT & content teachers who work with your ESL students Observe your MT teach her own and perhaps your class Ask MT to cover your class while you observe content or grade-level teachers for differentiation strategies and classroom management approaches Find out about school system's requirement to observe in an elementary school if you are teaching at the secondary level (and vice versa) Learn about WIDA language proficiency testing schedule and how your own students' scores are used for placement in the ESL program **Complete Bi-Weekly Progress Report**	Orient TC to school Facilitate observations of other teachers and classrooms Provide feedback on lessons created by the Intern Complete Informal Observation Forms **Complete Bi-Weekly Progress Report**	Meet with Intern and MT Schedule observations Explain, clarify, answer questions, especially required documentation
2 – 3 & 11 - 12	Continue drafting lesson plans and getting feedback from MT Schedule Formal Observations **Complete Bi-Weekly Progress Repor**ts	Provide feedback & suggestions on lesson plans, assessments, & classroom management Complete Informal Observation Forms **Complete Bi-Weekly Progress Reports**	Conduct Formal Observations #1 & 3 **Complete Formal Observation Report & Lesson Plan Rating Scale**
4 – 8 & 13 - 16	Schedule Formal Observations #3 & 4 **Make video-recording of teaching** **Complete Bi-Weekly Progress Reports** **Complete Log of Hours & all evaluation forms**	Provide feedback & suggestions on lesson plans, assessments, & classroom management Complete Informal Observation Forms **Complete Bi-Weekly Progress Reports, Mid-Term or Final Evaluation Rubric & Teacher Candidate Assmt. with US, and all evaluation forms**	Conduct Formal Observations # 2 & 4 **Complete Formal Observation Report & Lesson Plan Rating Scale, Mid-Term or Final Evaluation & Teacher Candidate Assmt. Rubric with MT**

*Items in red indicate materials due to the University Supervisor.

SPECIAL ASSISTANCE FOR TEACHER CANDIDATES

Teacher candidates will occasionally need special assistance and extraordinary arrangements to complete their licensure programs successfully. In such cases, the Teacher Candidate, University Supervisor, Mentor Teacher, and School Principal will collaborate to develop an individualized plan. The Director of Academic Operations, Office of Academic and Student Affairs will involve the Teacher Candidate's Academic Advisor and must approve the plan.

Some special supports include:

- Arranging for observation of another candidate or a teacher who models the skills which the candidate needs to demonstrate, followed by a conference.

- Changing a placement within the school to provide a better match of candidate 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.

- Referring the candidate to GMU's Counseling and Psychological Services (CAPS) for personal or therapeutic support.

- Referring the candidate to GMU's Office of Student Financial Aid (OFSA) for advice.

- Referring the candidate to GMU's Student Health Services or another source of medical assistance.

- Facilitating conferences with the candidate's academic advisor and/or course instructors.

- Advising the candidate that it is in his/her best interests to repeat all or part of an Internship in the following year.

Coursework & Part-Time Jobs During the Internship

Due to the intensive nature of the Teaching Internship, candidates will not be approved for taking any courses and are strongly discouraged from holding a part- or full-time job during the semester in which they conduct the Internship.

Videos of Teaching & Required Seminars

Teacher candidates will submit two video recordings of 20 – 30 minute teaching segments in Weeks 4 and 12 for feedback from University Supervisors.   Weeks 4 and 12 are firm deadlines, set to allow for feedback from the University Supervisor BEFORE mid-term or final performance evaluation. The US will provide feedback for improvement within one week of the candidate's email notifying her that he/she has uploaded a teaching video to Blackboard.

Along with the video, Teacher Candidates will send with a notification email a 1-page description setting the scene or providing the context (time of day, age group, level of proficiency, target learning goal) and ONE goal for improvement that he/she has set for him/herself based on previous feedback from your MT and US. What was the recorded lesson meant to accomplish for the intern and for the students? What does it demonstrate about the candidate's teaching? Based on the video, what would the candidate like to be able to do more effectively?

Q: What technology will I need?

A: Any video source—smart phone, pad/tablet, video camera. Candidates wil download the video to a PC or laptop and then upload the video file to the *Assignments* tab on Blackboard using instructions for uploading videos with Kaltura at the following link: http://doit.gmu.edu/students/course-tools/kaltura/

Q: What permissions will I need to videotape in my classroom?
A: Most area school divisions have media opt-out releases for students in their classrooms (leaving it to families to opt out of photographs/ videotapes that might be viewed in public contexts), so permissions are rarely a concern . Teacher candidates should discuss video-recording activities with their cooperating teachers to be sure they are not capturing video of students who have opted out. Recordings will tend to focus on the teacher candidate rather than on students, so it is reasonable to avoid taping the faces of any K-12 students in short video segments.

Required Seminars

Teacher candidates are required to attend monthly seminars conducted throughout the semester on topics of direct relevance to their teaching. Seminars are typically conducted on Wednesdays from 5:30 to 7 pm with optional dinner afterward. Topics to be addressed, based on feedback from previous ESL interns, include: *classroom management, cooperative learning, culturally-responsive instruction, and dealing with tramautized immigrants or refugees*.

Rating Scales, Scoring Rubrics, & Observation Forms

Lesson Plan Rating Scale *** Formal Observation # _____

University Supervisors and Mentor teachers will each score independently the Teacher Candidate's planning and instructional skills observed during the Formal Observation. Please compare scores (by phone, email, or in-person), and assign the scores that you both agree on. A passing score will be at least a total of 30 points with no single item less than a 2.

4 = Highly Effective   3= Effective   2 = Ineffective   1 = Not Observed

Score Task	1	2	3	4
BEFORE TEACHING				
1. Planned appropriate, research- & standards-based instructional activities				
2. Planned for a multilevel classroom by incorporating appropriate scaffolding				
3. Used knowledge of culture and culturally-responsive materials to plan lessons that support learning				
4. Planned lessons focusing on integration of language through content				
DURING TEACHING				
5. Used teaching activities that engaged the learners, including cooperative learning and interactive tasks				
6. Integrated at least 2 language skills in each lesson				
7. Was flexible in adapting lesson plans to rate of student learning				
8. Addressed a variety of learning styles				
9. Checked for learner comprehension				
10. Used technological resources effectively to promote learning				

Teacher Candidate_____

Mentor Teacher _____University Supervisor _____

Date: _____School: _____

University Supervisor: Attach lesson plans and handouts to this page

Formal Observation Report –ESL/CISL Program – Lesson #_____

(to be completed by the University Supervisor for each Formal Observation)

Teacher Candidate		School	
Subject		Grade	
Date		Student WIDA levels	
University Supervisor		Activities Observed	

PREPARATION/ PLANNING
_____Plans and delivers research-based instructional activities for multilevel classrooms
_____Provides support for linguistically and culturally diverse students and those with special needs
_____Bases learning activities on both ESL and content-based standards
_____Prepares scaffolding materials that help learners access information presented

INSTRUCTIONAL METHODS/ ASSESSMENT
_____Taps prior knowledge to connect material to students' lives
_____Models step-by-step directions and has students retell them to him/her before distributing materials
_____Integrates listening, speaking, reading, and/or writing with content objectives
_____Uses lesson plan as a roadmap and deviates from it whenever students are not engaged or
              indicate a lack of understanding
_____Adjusts pacing of instruction to match student responses and interaction
_____Limits quantity of teacher talk and gets each student to speak at least once in English
_____Uses knowledge of students' cultural values and beliefs to promote learning
_____Redirects questions, wherever possible, to promote deeper thinking and/or more use of oral language
_____Checks for comprehension with open-ended questions addressed to a range of students
_____Designs and uses formative assessment appropriately
____Uses technological resources effectively to promote learning

CLASSROOM MANAGEMENT/ CLIMATE
_____Ensures that all students are on task
_____ Uses cooperative learning tasks effectively, setting short time limits for each task
_____Uses wait time and/or teacher silence to regain attention of class (does not raise voice or admonish
         students)
_____ Shows respect for all students
_____Prevents or manages conflicts and disruptive behavior

PERSONAL/ PROFESSIONAL DEVELOPMENT
_____Arrives early or on time for the lesson
_____Comes fully prepared for the lesson
_____Responds to constructive feedback appropriately
_____Communicates promptly and effectively with both MT and US
_____Submits documentation by required deadlines
_____Dresses in a professional manner

RECOMMENDATIONS:

1.

2.

3.

4.

_____

University Supervisor's Signature /Date

_____

Teacher Candidate's Signature/Date

_____

Mentor Teacher's Signature /Date

Analytic Scoring Rubric for Evaluation of ESL Teacher Candidate   Mid-Term   ☐FINAL   ☐

Name of ESOL Intern:_____   DATE_____

Teaching Skills	1 Does Not Meet Standard	2 Approaches Standard	3 Meets Standard	4 Exceeds Standard
Planning Instruction	Plans a teacher-centered classroom, does not differentiate instruction, does not address standards and does not reflect on teaching.	Plans activities that may not be research-based, do not differentiate instruction, or address either ESL or content-based standards, but may not reflect on teaching or make needed adjustments.	Plans research-based classroom activities with some differentiation, bases learning activities on both ESL and content-based standards, provides scaffolding for learning, and reflects on teaching but makes few adjustments.	Plans research-based instructional activities for multilevel classrooms that are supportive of linguistically and culturally diverse students, including those with special needs, bases learning activities on both ESL and content-based standards, provides a variety of scaffolding for learning, and reflects on teaching and makes necessary adjustments.
Managing & implementing instruction	Does not use activities that integrate language skills and content objectives AND does not use technological resources.	Demonstrates a limited range of teaching activities that may address only language objectives OR does not use technological resources.	Demonstrates teaching activities that integrate language skills and content objectives, and uses technology to enhance learning.	Demonstrates a range of teaching activities that integrate listening, speaking, reading, and writing with content objectives, uses cooperative learning and a range of technological resource materials effectively, and provides access to the core curriculum.
Classroom Management Skills	Does not show respect for all students, is unable to manage conflicts and disruptive behavior, and applies consequences inconsistently.	Shows respect for all students but is frequently unable to manage conflicts and disruptive behavior and/or applies consequences inconsistently.	Ensures that most students are on task, shows respect for students, but may have problems managing minor conflicts or disruptive behavior effectively or applying consequences consistently, and sets and enforces high expectations.	Ensures that most or all students are on task, shows respect for students, prevents or manages conflicts and disruptive behavior, applies consequences consistently, and sets and enforces high expectations for each student.

Culture	Does not demonstrate knowledge about students' cultural values.	Demonstrates knowledge of students' cultural values and beliefs but does not incorporate these values into lesson plans or instructional activities.	Applies knowledge of students' cultural values and beliefs to promote student learning but may only occasionally integrate these into lesson plans or instructional activities.	Regularly integrates students' cultural values and beliefs into lesson plans and instructional activities to tap prior knowledge and promote student learning.
Classroom-based (formative) Assessment	Does not conduct formative assessments or use performance-based assessment tools.	Uses few formative assessment tasks and tools, or most are not performance-based, or some of these do not provide appropriate scaffolding, and/or does not analyze results to inform instruction.	Designs formative assessment tasks and tools based on classroom instruction but some may not be performance-based or may not provide appropriate or sufficient scaffolding, uses results appropriately to direct instruction.	Designs and administers formative, performance-based assessment tasks and tools based on classroom instruction and curriculum objectives, provides appropriate scaffolding, and uses results appropriately to direct instruction.
Professionalism	Consistently arrives late, comes unprepared, does not respond appropriately to feedback, does not communicate effectively with MT or US, delays in submitting required documentation, and/or does not collaborate or follow school dress code. Does not participate in after- or before school activities.	May frequently be late or absent or comes unprepared, does not respond appropriately to feedback or does not communicate effectively with MT or US, or delays in submitting required documentation, and may not collaborate effectively with the MT or follow school dress code. Does not participate in after- or before school activities.	Arrives consistently on time, comes prepared for the task; responds well to feedback but may not communicate effectively with MT or US and/or delays in submitting required documentation, works collaboratively with the MT, and follows school's dress code. May participate in after- or before-school activities.	Arrives consistently early for each class or teacher meeting, comes fully prepared for the task at hand, responds to constructive feedback appropriately, communicates promptly and effectively with both MT and US, works collaboratively with the MT, participates in after- or before - school activities and professional development, submits documentation by required deadlines, and follows school's dress code.

To be completed by the Mentor teacher and University Supervisor <u>at MID-TERM and END of independent teaching</u> for each school placement.

Summary of Scores on Analytic Scoring Rubric for Evaluation of ESL Teacher Candidate

Please indicate **consensus scores** *between the Mentor teacher and University Supervisor on performance status of the Teacher candidate at mid- and end-of-semester.*

Name of Intern:_____   School:_____   Date_____

Scoring Category	Score *No half-points (e.g., 3.5) are allowed, only whole numbers, one per category.*
1. Planning Instruction	
2. Managing & Implementing Instruction	
3. Classroom Management Skills	
4. Culture	
5. Classroom-Based Assessment	
6. Professionalism	
TOTAL SCORE	

Performance Status: ☐ **Satisfactory** ☐ **Unsatisfactory**

Teacher candidates need to *meet* or *exceed* each standard in order to receive a passing grade on the Internship.

18 points = Meets Standard   **19 – 24 points = Exceeds Standard**

Comments: *Using the scores assigned for each area of the scoring rubric above, describe this ESL Teacher candidate's areas of strength and weakness and what he/she needs to work on for the remainder of the semester.*

Signatures

_____   _____   _____
Teacher Candidate   Mentor teacher   University Supervisor

_____Date

TEACHER CANDIDATE ASSESSMENT

George Mason University   College of Education and Human Development

MIDTERM___   FINAL___

Conference Date: _____/_____/_____

Teacher Candidate: _____ School: _____

Mentor Teacher: _____ Grade/Content: _____

University Supervisor: _____Semester/Year: _____

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4 = Exceeds Expectations -Teacher candidate's performance demonstrates clear, convincing and consistent evidence

3 = Meets Expectations-Teacher candidate's performance demonstrates considerable evidence of meeting expectations

2 = Approaching Expectations -Teacher candidate's performance demonstrates evidence of approaching epectations

1 = Does Not Meet Expectations - Teacher candidate's performance demonstrates he/she does not meet expectations

NA = Teacher candidate's performance in this area is not applicable or not able to be evaluated

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InTASC-Interstate Teacher Assessment & Support Consortium & **ISTE**-International Society for Technology in Education

1. **Learner Development (InTASC1) (ISTE 1)** The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences that include the use of technology.	1	2	3	4	NA	COMMENTS (Additional Comments may be attached)
A. Assesses individual and group performance to design and modify instruction to meet learners' developmental needs.						
B. Creates developmentally appropriate instruction that enables learners to advance and accelerate their learning.						
C. Collaborates with families, communities, colleagues, and other professionals to promote learner growth and development, using face to face and virtual technology.						
Composite Rating: Learner Development (InTASC 1) (ISTE 1)						

2. **Learning Differences (InTASC 2)** The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.	1	2	3	4	NA	COMMENTS (Additional Comments may be attached)
A. Designs, adapts, and delivers instruction to address each student's particular learning strengths and needs, creating opportunities for students to demonstrate their learning in different ways.						
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.						

	1	2	3	4	NA	
C. Demonstrates knowledge of and follows all legal processes and other applicable laws, regulations, statues, 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.						
Composite Rating: Learning Differences (InTASC 2)						

3. Learning Environments (InTASC 3) (ISTE 2) 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.						
Composite Rating: Learning Environments (InTASC 3) (ISTE 2)						

4. Content Knowledge (InTASC 4) 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.	1	2	3	4	NA	COMMENTS (Additional Comments may be attached)
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.						
Composite Rating: Content Knowledge (InTASC 4)						

5. Content Application (InTASC 5) (ISTE 1) The candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues	1	2	3	4	NA	COMMENTS (Additional Comments may be attached)
A. Applies content knowledge to real world problems through interdisciplinary projects.						
B. Facilitates learners' use of current technology tools and resources.						
C. Engages learners in questioning and challenging assumptions to foster learner innovation, problem solving, generation and evaluation of new ideas, and development of original work.						
D. Develops learners' communication skills for varied audiences and purposes.						
E. Supports development of diverse social and cultural perspectives.						
F. Develops and supports learner literacy across content areas.						
Composite Rating: Content Application (InTASC 5) (ISTE 1)						

6. Assessment (InTASC 6) (ISTE 3) 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.	1	2	3	4	NA	COMMENTS (Additional Comments may be attached)
A. Designs valid formative and summative assessments that match learning objectives.						
B. Uses multiple types of assessment data to document learning and develop instructional activities.						
C. Provides effective feedback to guide learner progress.						
D. Guides learners to assess their own thinking and learning, as well as the performance of others.						
E. Prepares all learners for multiple assessment formats and makes appropriate accommodations for learners with disabilities or language learning needs.						
F. Uses technology to support assessment.						
Composite Rating: Assessment (InTASC 6) (ISTE 3)						

7. Planning for Instruction (InTASC 7) (ISTE 2) 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						
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.						
Composite Rating: Planning for Instruction (InTASC 7) (ISTE 2)						

8. Instructional Strategies (InTASC 8) (ISTE 1,2,3) 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	COMMENTS (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.						
Composite Rating: Instructional Strategies (InTASC 8) (ISTE 1,2,3)						

9. Professional Learning and Ethical Practice (InTASC 9) (ISTE 4) 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	COMMENTS (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.						

	1	2	3	4	NA	COMMENTS
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.						
Composite Rating: Professional Learning and Ethical Practice (InTASC 9) (ISTE 4)						
10. Leadership and Collaboration (InTASC 10) (ISTE 5) 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.						
Composite Rating: Leadership and Collaboration (InTASC 10) (ISTE 5)						

Signature below indicates participation in the assessment process:

Teacher Candidate:_____ Date: _____/_____/_

Mentor Teacher:_____ Date:_____/_____/_____

University Supervisor:_____ Date:_____/_____/_____