

EDCI 790
Teaching Internship in Education
Spring 2011
Monday – Friday 7:30 AM – 4:00 PM
Elementary and Secondary School Settings
Syllabus

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COURSE DESCRIPTION

Prerequisites: Eligibility for student teacher/internships requires

1. Good academic standing
2. Satisfactory completion of all other coursework in the licensure program
3. Submission of passing scores on:
 - a. Praxis I tests for Reading, Writing, and Mathematics (Passing Score = 532)
or SAT equivalent
 - b. Virginia Communication and Literacy Assessment (VCLA)

Constraints: Teaching Interns are NOT ALLOWED to take any courses concurrent to the Teaching Internship.

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

NATURE OF COURSE DELIVERY

This course is highly interactive by design. It is predicated upon *learning by doing* and *discovery learning* under the guidance and supervision of a cooperating teacher and a university supervisor over a fifteen-week period. Assessment of the teacher intern is performance-based. Teacher Interns will lead their students in cooperative learning activities, small group discussions, student-led teaching, videos, multimedia, and reflection on learning. ***New rubric scheduled for Fall 2011 in the Student Teaching Internship Manual.***

DURATION OF TEACHING INTERNSHIP. The Teaching Internship requires 300 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 for the internship provides better preparation and is protection against contingencies such as illness and other disruptions to the daily schedule. Internship candidates are expected to complete the full semester, except in unusual circumstances. In such cases, the Director of Student and Faculty Services may approve early termination

based on the recommendation of the university supervisor and cooperating teacher.

FORMAT FOR TEACHING INTERNSHIP

Teaching interns spend half the semester at the elementary grade level (K-5), and then switch to the secondary level (6-12) for the other half of the internship period. This typically requires a change of school site.

In the case of those hired under PROVISIONAL LICENSES who wish to do an ON-THE-JOB Teaching Internship, this may be conducted completely at the school of employment.

In all cases, the Teaching Intern begins by observing the Cooperating Teacher in the school, then co-teaching with this teacher, and finally assuming total responsibility for instruction of all students in the teacher's care. The Teaching Intern gradually returns responsibility for instruction to the classroom teacher. During the transition periods before and after independent teaching, the Cooperating Teacher and the Intern may co-teach or share responsibility for specific periods or subjects.

Teaching interns should always progress at a rate appropriate to their preparedness to assume responsibility for instruction.

LEARNING OUTCOMES

This course is designed to enable teacher interns to:

- Demonstrate ability to teach students who have English as their second language using a synthesis of research-based and innovative teaching approaches;
- Use scaffolding approaches to accommodate varying levels of English language proficiency among the target students; and
- Demonstrate ability to organize a detailed lesson plan and accompanying assessment tools.

PROFESSIONAL STANDARDS

TESOL Professional Preparation Standards for ESL Pre-K-12 Teachers addressed by the Teaching Internship include:

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 ESOL students. Candidates serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse

backgrounds, using standards-based ESL and content curriculum.

3.b. Managing and Implementing Standards-Based ESL and Content.

Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.

3.c. Using Resources 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.

Standard 4.c. Classroom-Based Assessment for ESL.

Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction.

Standard 5.c. Professional Development and Collaboration.

Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

A. Requirements

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

The Student Teacher/Intern

The student-teaching internship should be a time of great personal and professional growth. It is hard work, exciting, and stressful because there is so much to learn and so much at stake. Flexibility in adapting to differences in school cultures, teaching styles, supervisors' philosophies, and students' needs

will reduce anxiety and increase growth. During this time, student teacher/interns should:

- Earn the respect and confidence of your colleagues by demonstrating initiative, responsibility, and resourcefulness.
- Become a “reflective practitioner.” Learn from everyone around you, but especially from your students and from your mistakes.
- Ask for assistance, advice, feedback, coaching and criticism - and act on it as appropriate.
- Plan in great detail. Planning is one area where you cannot emulate an experienced teacher.
- Demonstrate high standards of ethics and professionalism in your dealings with colleagues, students, and parents.
- Be responsible for initiation of progress reports, completion of logs, and collection of all documentation. Keep records of documents, lesson plans and a personal journal of experiences in a 3-ring binder;
- Arrange for videotaping of at least one lesson in each placement, and analyze your performance using the Summary Observation Report form.
- Complete the evaluations of the university supervisor and cooperating teacher/clinical faculty.

OTHER STUDENT-TEACHING/ INTERNSHIP REGULATIONS

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

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

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

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

Students are legally responsible for exercising “reasonable care” for students’ welfare and for complying with federal, state, and local policies and regulations. This is best accomplished through careful study of the school’s or school

division's teacher handbook and through guidance from teachers or administrators. Special attention should be given to responsibilities and procedures for dealing with suspected child abuse.

Confidentiality of Records. School division and GMU policies regarding student records will be followed. A student teacher's evaluations may be shared with the cooperating teacher, university supervisor, and responsible administrators until the university supervisor submits the student's cumulative folder to the GSE's OTSA. 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.

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

Teaching Schedule

	Student Teacher/Intern (ST)	Cooperating Teacher (CT)	University Supervisor (US)
Prior to First Week: School A	<input type="checkbox"/> Attend Orientation to meet Univ Supervisor and receive materials for Cooperating Tchr <input type="checkbox"/> Contact schools early to meet principals and CT		<input type="checkbox"/> Attend GMU orientation to receive manual, assignments, and to meet Tchr Interns <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 CT <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 CT (A-2) •Completed Progress Reports --biweekly with CT (D) •Completed Formal Classroom Observation Reports by US (A-1) •Completed Summary Observation Report by US (G) •Completed Profile Evaluation Reports by US with CT for midterm and final evaluations (H) •Completed Summary Of Placement by US with CT (F) <input type="checkbox"/> Begin Professional Development Portfolio	<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 ST <input type="checkbox"/> Conduct Informal Observations (A-2) <input type="checkbox"/> Complete Progress Reports biweekly with ST (Appendix D)	<input type="checkbox"/> Contact CTs to visit sites and to meet principals (both placements) <input type="checkbox"/> Clarify procedures with CT <input type="checkbox"/> Schedule observations as feasible

	(refer to I-1, I-2)		
Week 4 Quarterly Evaluation	<input type="checkbox"/> Gradually assume independent teaching <input type="checkbox"/> Review Experience Checklist with CT (B)	<input type="checkbox"/> Continue Informal Observations and Progress Reports with ST <input type="checkbox"/> Review Experience Checklist with ST (B)	<input type="checkbox"/> Conduct formal observation with CT (A-1) <input type="checkbox"/> Check Log of Hours (E-2) <input type="checkbox"/> Confer with ST and CT <input type="checkbox"/> Assist ST with development of Portfolio
Week 5-7	<input type="checkbox"/> Make video of teaching and self-evaluate using Appendix G <input type="checkbox"/> Continue independent teaching with gradual return to CT in Week 7	<input type="checkbox"/> Assist ST with video <input type="checkbox"/> Continue Informal Observations and Progress Reports with ST	<input type="checkbox"/> Maintain contact with CT and ST
Week 7 Mid-term Evaluation	<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)	<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)	<input type="checkbox"/> Conduct Summary Observation Report (G) <input type="checkbox"/> Review Profile Evaluation (H) with CT and discuss final grade. <input type="checkbox"/> Conduct Summary of Placement with CT (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

Time	Student Teacher/Intern (ST)	Cooperating Teacher (CT)	University Supervisor (US)
2nd Placement: School B Weeks 8-11	<input type="checkbox"/> Begin Log of Hours (E-2) <input type="checkbox"/> Observe and assist CT <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 ST <input type="checkbox"/> Conduct Informal Observations (A-2) <input type="checkbox"/> Complete Progress Reports biweekly with ST (Appendix D)	<input type="checkbox"/> Contact CT to visit site and to meet principal (follow up to initial call done at beginning of semester) <input type="checkbox"/> Clarify procedures with CT <input type="checkbox"/> Schedule observations as feasible <input type="checkbox"/> Schedule a mid-semester meeting of STs (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 CT and US) for end of semester presentation of Professional Development Portfolio <input type="checkbox"/> Review Experience Checklist with CT (B)	<input type="checkbox"/> Continue Informal Observations and Progress Reports with ST <input type="checkbox"/> Review Experience Checklist with ST (B)	<input type="checkbox"/> Conduct formal observation with CT (A-1) <input type="checkbox"/> Check Log of Hours (E-2) <input type="checkbox"/> Confer with ST and CT on progress <input type="checkbox"/> Assist ST 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 CT in Week 14 <input type="checkbox"/> Complete Professional Development Portfolio	<input type="checkbox"/> Assist ST with video <input type="checkbox"/> Continue Informal Observations and Progress Reports with ST	<input type="checkbox"/> Maintain contact with ST and CT
Week 15 - Final 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,	<input type="checkbox"/> Conduct Profile Evaluation (H) and discuss final grade with US <input type="checkbox"/> Assist US in completing end of semester evaluations (E-2, F)	<input type="checkbox"/> Conduct Summary Observation Report (G) <input type="checkbox"/> Review Profile Evaluation (H) with CT and discuss final grade <input type="checkbox"/> Conduct Summary of

	CT and US.	<input type="checkbox"/> Complete Evaluations (K-3 and L)	Placement with CT (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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B. Performance-based assessment

Teacher interns are evaluated on the basis of criteria for performance specified in checklists and scoring rubrics provided in the Teaching Internship Manual. These criteria address the TESOL Professional Teaching Standards listed above.

Documentation: Teacher Interns

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

The Teacher Intern must keep **lesson plans and all other documentation in a 3-ring binder** for review by the university supervisor during observation visits. This binder becomes a valuable record of progress and a source of materials. These may be included in the ESL licensure portfolio due at the end of the Teaching Internship semester.

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

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

C. Criteria for evaluation: GRADING POLICY

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

1. The grading scale will be **S (Satisfactory), NC (No Credit), or IP (In Progress)** in accordance with GMU policy for internships and GSE policy for counseling and administrative internships.
2. The cooperating teacher(s) and the university supervisor shall determine the interim and final grades jointly after consultation. If they cannot agree, the Director of Student and Faculty Services will determine the grade based on a review of the documentation and, in some cases, observation of the intern's

performance.

3. A graduate intern who receives a No Credit grade or an undergraduate who receives a grade of D or F will not be recommended for teacher licensure unless he/she repeats all or part of the internship with satisfactory performance. (This may require enrolling and paying tuition for additional credit hours in a subsequent semester, or paying a fee for extended supervision.)
4. An intern or student teacher whose performance cannot be evaluated at the end of the grading period will receive a grade of IP (In Progress). An IP grade shall be changed to Satisfactory or No Credit for graduate students or to A-F for undergraduates upon completion of requirements - usually before the beginning of the next semester.
5. In some cases, a grade of No Credit or D-F may be accompanied by a recommendation that the student not be allowed to repeat the internship or student teaching. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All Teacher Interns must abide by the following:

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

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

Interns 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.

Interns 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
STUDENT TEACHERS/INTERNS**

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

Evaluator: _____ Univ. Sup. Clin.
Fac./Coop Tchr. or Intern Spring Fall Yr _____

Recommended Mid-Semester/Interim Grade: _____ or End-of-Semester/Final
Grade: _____

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

The evaluator's judgments about the student's performance should be made in relation to the following criteria. Comments must be provided for ratings of 2 or 1, which indicate marginal or unsatisfactory performance.

Performance Rating Scale

- 4 = Exceeds Standards**
- 3 = Meets Standards**
- 2 = Meets Some Standards**
- 1 = Does Not Meet Most Standards**
- NR = Not rated during this evaluation.**

The interim or final grade is based on this profile, but may not be numerically correlated.
Graduate Grading Scale: S=Satisfactory; NC=No Credit; IP=In Progress

ABILITY TO PLAN AND INTEGRATE STANDARDS

Rating

1. Demonstrates an understanding of the goal areas and standards of the TESOL and state standards. _____
2. Uses the national and state TESOL standards as a rationale for the significance of language study. _____
3. Uses the goal areas as well as state standards, to design curriculum and unit/lesson plans. _____

4. Articulate a rationale for using national and state standards as the basis for curriculum development. _____
5. Integrates the *TESOL* and state standards into language instruction. _____
6. The goal areas and standards of the *TESOL standards* and/or state standards are the focus of all classroom activities. _____
7. Uses a student-centered framework as the basis for planning and implementing classroom communication. _____
8. Uses the products-practices-perspectives framework as the basis for planning and implementing cultural instruction. _____
9. Uses connections to home communities as a key component of planning and instruction. _____

Comments (Use reverse side if needed.)

DEVELOPMENT OF INSTRUCTIONAL PRACTICES THAT REFLECT LANGUAGE OUTCOMES

Rating

1. Develops a variety of instructional practices that reflect language outcomes and articulated program models and addresses the needs of diverse language learners. _____
2. Plans for instruction according to the physical, cognitive, emotional, and social development of students. _____
3. Tailors instruction to meet the developmental needs of student. _____
4. Designs and/or implements specific foreign language program models that lead to different language outcomes. _____
5. Uses information about students' language levels, language backgrounds, and learning styles to plan for and implement language instruction. _____
6. Plans for and implements a variety of instructional models and strategies that accommodate different ways of learning. _____
7. Anticipates students' special needs by planning for alternative classroom activities as necessary. _____
8. Rewards students for engaging in critical thinking and problem solving. _____
9. Provides regular opportunities for students to work collaboratively in pairs and small groups. _____

Comments:

ASSESSMENT

Rating

1. Demonstrates knowledge of multiple ways of assessment that are age and level-appropriate by implementing purposeful measures. _____
2. Reflects on the results of student assessments, and adjusts instruction accordingly. _____
3. Designs formative and summative assessments that measure growth in language development. _____
4. Designs assessment procedures that encourage students to interpret oral and printed texts of their choice. _____
5. Creates presentational tasks that develop students’ abilities to self-assess which includes self-correction and revision in terms of audience, style, and cultural context. _____
6. Designs assessments of problem-solving tasks in content areas of interest to students and possibly on topics not familiar to the teacher. _____
7. Designs standards-based performance assessments for students based upon models available in the literature or from professional organizations. _____
8. Uses results of formative assessments to help students identify gaps in their knowledge. _____

Comments

APPLICATION OF KNOWLEDGE, SKILLS, AND DISPOSITIONS

Rating

1. Bases selection and design of materials on ELP & SOL state standards and curricular goals. _____
2. Uses a variety of resources including visuals, realia, authentic printed and oral materials, and other resources obtained through technology. _____
3. Uses authentic materials to plan for and deliver instruction. _____
4. Implements a variety of classroom activities based on authentic materials. _____
5. Engages students in acquiring new information by exploring authentic texts. _____
6. Adapts materials by providing scaffolding for comprehensible input. _____
7. Plans to address standards through appropriate materials. _____
8. Adapts pacing, methods, and materials utilizing feedback from students. _____

- 9. Assesses for understanding and mastery through observation of students' performance and evaluation of their work. _____
- 10. Keeps records of students' progress and problems. _____
- 11. Involves family and community members in learning activities. _____

Comments: (Use reverse side if needed.)

CLASSROOM MANAGEMENT AND STUDENT BEHAVIOR

Rating

- 1. Motivates students through interesting and challenging activities. _____
- 2. Communicates high expectations while respecting individual differences and cultural diversity. _____
- 3. Creates an orderly and supportive environment by establishing routines. _____
- 4. Demonstrates courtesy and caring in relationships with students. _____
- 5. Manages time, space, and materials to keep students productively involved in learning. _____
- 6. Demonstrates ability to manage two or more classroom activities simultaneously, with evidence of attention to each. _____
- 7. Guides student behavior through an emphasis on personal responsibility. _____
- 8. Handles disruptive or destructive student behavior firmly and fairly. _____
- 9. Communicates regularly with parents and involves them in problem solving. _____

Comments: (Use reverse side if needed)

PROFESSIONAL DEVELOPMENT

Rating

- 1. Participates in school workshops and local and regional or national conferences. _____
- 2. Outlines a process for identifying ongoing professional development needs. _____
- 3. Engages in a reflective process for analyzing student work and planning future instruction. _____
- 4. Identifies possibilities of classroom-based research to inform practice. _____
- 5. Develops a plan for continued professional growth. _____

- 6. Develops and articulates a rationale for ESL students that includes cognitive, academic, and affective benefits to students and society.
- 7. Initiate collaboration with colleagues and other stakeholders to advocate for K-12 ESL students

Comments: (Use reverse side if needed.)

Provide additional comments or explanations on the reverse side of this form or an attachment. All parties should discuss ratings and comments and the final evaluation profile reviewed by the principal or designee.

Clinical Faculty/Cooperating Teacher Date

University Supervisor Date

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

Student Teacher/Intern Date

Principal (or Designee) Date

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