College of Education and Human Development
Division of Special Education and disAbility Research

Fall 2019
EDSE 783: Internship: Special Education in General Curriculum
Section: 001 CRN: 75356
Section: 601 CRN: 83040
3 – 6 – Credits

Instructor: Dr. Kristen O'Brien	**Meeting Dates**: 08/26/2019 – 12/18/2019
Phone: 703-993-3917 (office)	**Meeting Day(s)**: N/A
E-Mail: kmerril2@gmu.edu	**Meeting Time(s)**: N/A
Office Hours: By appointment	**Meeting Location**: Placement Site
Office Location: Finley 208-B	**Other Phone**: N/A

> ➢ Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s): Demonstration that RVE, VCLA, Praxis Entry, and other program-specific requirements have been met; application for internship on file by program deadline.

Co-requisite(s): None

Course Description
Applies, in supervised internships, university course work in General Curriculum to instruction of children and their families in school settings. Notes: Demonstration that RVE, VCLA, Praxis Entry, and other program-specific requirements have been met; application for internship on file by program deadline.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip
Are you planning to waive one of the two internship requirements for your teacher licensure program? The waiver is not automatic. Be sure to send the waiver documentation (http://cehd.gmu.edu/assets/docs/forms/InternshipWaiv_forms.pdf) to your advisor.

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes
Upon completion of the course, teacher candidates/students will be able to:
1. Demonstrate understanding of development and the ability to plan and execute curriculum appropriate to the chronological ages, developmental and functional levels of the students being taught.
2. Demonstrate the integration of the theoretical methodology with the practical applications in the field.
3. Demonstrate positive and appropriate interactions with students, families and other professionals. This includes the ability to manage the classroom/resource room, co-teach in a general education setting, develop and enforce classroom expectations, develop strategies to anticipate behaviors and deal with them, and work through transitions during the day. This also includes demonstration of confidentiality when communicating about students with disabilities.
4. Develop and implement developmentally and functionally appropriate intervention activities within a variety of settings, including those that enhance and support integration and/or inclusion as well as those activities that are therapeutically based. This includes demonstration of a positive learning environment geared to the individual as well as the group. This may also be demonstrated in the general classroom environment as well as special education settings.
5. Demonstrate the ability to work collaboratively as part of a team including but not limited to general and special educators and therapists, parents and other related/support staff.
6. Demonstrate the ability to be lead teacher by overseeing the entire classroom while also meeting the individual needs of students, directing/teaming with assistants, and monitoring the ongoing activities and tone of the class. If working with students on an individual basis, demonstrate the ability to plan for that child based on goals and objectives and provide on-going assessment for both the child and the intervention sessions.
7. Demonstrate support within an integrated environment, as appropriate. This includes knowledge of general curriculum specific to the ages and grades of students, ability to modify the general education curriculum as needed, ability to work with general education staff in a manner which enhances the education of the student(s) with disabilities by providing direct or indirect support and the knowledge of how to work

with groups of students demonstrating mixed abilities and needs (whether identified as disabled or not).
8. Select and utilize assessment and/or monitoring tools and strategies, including but not limited to county-wide assessments, SOLs, VAAP (as assessed for individual students), etc.
9. Develop developmentally, educationally and functionally appropriate IEPs.
10. Select and utilize workable and useful data/record keeping strategies.
11. Monitor and analyze teaching performance.
12. Demonstrate additional competencies contained in personal goals statement or delineated by the cooperating teacher and/or university supervisor.

Professional Standards
This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 2: Learning environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

Required Textbooks
Special Education Internship Handbook 2019-20 (Updated 7/2019)

Recommended Textbooks
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources
Blackboard is a required tool to use for EDSE 783. You will be submitting assignments to Blackboard and this is where you will be provided course information and communication.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

> **Tk20 Performance-Based Assessment Submission Requirement**
> It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE

course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 783, the required PBA is the Internship Rubric. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations
 Performance-based Assessment (Tk20 submission required)
  Internship Rubric (Assessment A)
 College Wide Common Assessment (TK20 submission required)
  Teacher Candidate Dispositions Rating (Assessment B)
  Technology Standards Evidence Table (Assessment C)
 Performance-based Common Assignments (No Tk20 submission required)
  Log of Hours (Form 1)
  Internship Summary and Final Grade (Form 2)
  Observation Summary Report (Form 4)
  Video-Based Reflection Assignment (Assignment A)

<u>Assignment Summary and Detailed Descriptions:</u>

Assignment	Description	Due Dates
Initial and Final Conferences with Mentor Teacher and University Supervisor	Completed in person	Week 1 (9/9) & Week 13 (12/9)
3 formal observations + complete feedback loop	Completed and uploaded to Blackboard	Week 5 (10/7), Week 8 (10/28) & Week 12 (12/2)
Minimum of 7 eCoaching observations + complete feedback loop	Completed via email feedback	Weeks 2-4 (9/16, 9/23, & 9/30), 6-7 (10/14, 10/21), and 9-11 (11/4, 11/11, 11/18)
Log of Hours	Completed and uploaded to Blackboard	Before the Final Conference on Week 13 (12/9)
Technology Standards Evidence Table	Completed and uploaded to Tk20	Before the Final Conference on Week 13 (12/9)
Internship Survey	Completed online and verification submitted to University Supervisor	Before the Final Conference on Week 13 (12/9)
Summary of Internship & Final Grade form	Completed and uploaded to Blackboard	After the Final Conference on Week 13 (12/9)
Completed Internship Rubric	Completed and uploaded to Tk20	After the Final Conference on Week 13 (12/9)
Completed Dispositions Rubric	Completed and uploaded to Tk20	After the Final Conference on Week 13 (12/9)

Initial Conference: Observation and Goal-Setting Meeting
In Week 1 of the internship, the University Supervisor will informally observe a lesson where the Teacher Candidate is providing direct instruction. After the lesson, the Teacher Candidate, University Supervisor, and Mentor Teacher will meet to (a) reflect on the lesson that was observed (b) collaboratively set goals for the internship (i.e., an overall internship goal and a goal specific to Block 1 skills), (c) set up any technology needed for the internship, and (d) discuss logistics (e.g., observation scheduling) regarding the internship.

Internship Rubric and Dispositions Rating
Throughout the internship, the Teacher Candidate is responsible for demonstrating the skills outlined in the Internship Rubric (Assessment A) and the Dispositions Rating (Assessment B). The Teacher Candidate is required to read these rubrics before the internship begins and refer to them throughout the internship as needed.

Formal Observations: Feedback Loops
Throughout the internship, there will be three formal observations (i.e., Feedback Loops), which will occur on the beginnings (i.e., Monday-Wednesday) of Weeks 5, 8, and 12. Each observation will correspond to the skills targeted during that part of the internship, as follows:
- Block 1 – Learner: Weeks 1-5, InTASC 1 & 2
- Block 2 – Behavior: Weeks 6-8, InTASC 3
- Block 3 – Instruction: Weeks 9-12, InTASC 4, 5, & 8

It is the Teacher Candidate's responsibility, therefore, to ensure that the observation will allow opportunities to demonstrate skills related to the above standards during the observation. Before each observation, Teacher Candidates should review the standards covered in the corresponding internship block, and schedule a time with the University Supervisor that will address the targeted skills.

Before the observation, the Teacher Candidate will write a formal lesson plan and will email the complete lesson plan to the University Supervisor at least 24 hours before the scheduled observation. The observation will be conducted virtually, with no feedback provided by the University Supervisor during the lesson. The University Supervisor will record the lesson and will share the video file with the Teacher Candidate after the lesson ends. Before the post-observation conference and within 48 hours of receiving the video, the Teacher Candidate will watch the video of the lesson and complete a reflection matrix, and will email the completed reflection matrix to the University Supervisor. The post-observation conference will be held virtually and will include a discussion of (a) the lesson, (b) the reflection matrix, (c) the observation summary form, and (d) goal setting for the next internship block. After the post-observation conference, the University Supervisor will complete the observation summary form and will email it to the candidate. The observation summary form will focus on the corresponding skills for the internship block, but can include feedback on other skills, as needed. The Teacher Candidate will upload the completed summary form, along with their completed reflection matrix to designated area on Blackboard once it is received.

eCoaching Observations
The University Supervisor will conduct one eCoaching observation during each internship week when informal and formal observations do not occur (i.e., Weeks 2-4, 6-7, and 9-11; minimum of 7 eCoaching observations). This can include virtual observations with email feedback and/or

bug-in-ear eCoaching during virtual observations. After each eCoaching observation, the University Supervisor will email feedback and a goal-related prompt to the Teacher Candidate. The Teacher Candidate will respond to the email prompt within 48 hours of the eCoaching observation.

Log of Hours
Throughout the internship, the Teacher Candidate will maintain a weekly log of hours to record any direct (i.e., time spent directly interacting with students, whether co-teaching, independently teaching, or working one-on-one with a student) and indirect (i.e., time spent planning, observing, grading, attending school meetings, etc.) teaching hours. There must be at least 75 hours of direct teaching and 75 hours of indirect teaching logged for successful completion of the course. The Teacher Candidate must upload all completed and signed pages of the Log of Hours to Blackboard after the final conference. More information will be provided by the University Supervisor.

Technology Standards Evidence Table
Throughout the internship, the Teacher Candidate will document how the internship technology standards have been met by recording evidence in the Technology Standards Evidence table. The Teacher Candidate must upload the completed Technology Standards Evidence to Tk20 before the final conference.

Internship Survey
Before the final conference, the University Supervisor will email the Teacher Candidate a link to an online internship evaluation form. The Teacher Candidate must complete the online evaluation before the final conference. The Teacher Candidate should email the University Supervisor a PDF or screenshot of the survey completion page as verification.

Final Conference
After the third Feedback Loop occurs in Week 12 of the internship, the internship will conclude with a Final Conference including the Teacher Candidate, University Supervisor, and Mentor Teacher. The University Supervisor and Mentor Teacher will work together to complete the Internship Rubric and the Dispositions Rating. Successful completion of these rubrics, along with other internship requirements, will determine the final grade in the course. At the final conference, the Teacher Candidate will be responsible for making and saving copies of all signed and completed paperwork. After the final conference, the Teacher Candidate will be responsible for uploading all required documents to Blackboard and/or Tk20.

Course Policies and Expectations

On-the-job (OTJ) Clinical Internships: Including cohorts and other on–the-job situations
  Candidates with provisional licenses who are teaching full time in schools may fulfill their clinical internship requirements at their job sites if they have support from their school and are working in a setting with students in the area of disability for which they are seeking endorsement. For the *Students with Disabilities Accessing the General Curriculum* program, the OTJ internship must be completed in K-12 special education

settings: (a) that include students with disabilities who access the general curriculum (as defined in the Licensure Requirements section above), (b) in which the Teacher Candidate directly teaches students with disabilities who access the general curriculum in at least one core academic area of the general curriculum, and (c) allow the Teacher Candidate opportunities to accrue the required internship hours and complete the internship requirements outlined in this Handbook with students with disabilities who access the general curriculum. The OTJ internship placement must be approved by program faculty/advisors upon application to internship. The clinical internship is monitored on-site by a Mentor Teacher appointed by the school's principal and by a University Supervisor from George Mason. Teacher Candidates must contact their school's principal to arrange this clinical internship and Mentor Teacher appointment. The University Supervisor will be assigned by George Mason. Teacher Candidates teaching in the Mason LIFE program may not apply for an OTJ clinical internship in Special Education-General Curriculum.

Important reminders for OTJ internships:
- Although an OTJ placement may be approved for internship, the Teacher Candidate is responsible for any changes that occur in the setting (e.g., Mentor Teacher changes, changes in instructional access to students with disabilities who access the general curriculum) after its approval and throughout the internship.
- The Teacher Candidate is responsible for immediately reporting any changes in the OTJ internship placement to the University Supervisor, Academic Program Coordinator and the Teacher Candidate's advisor.
- At any point in the internship process that changes occur, the OTJ internship placement must be re-evaluated and approved by program faculty/advisors before the internship may continue.
- George Mason University and the Division of Special Education are not responsible for any changes in OTJ internship placements after the placement has been approved.

Please refer to the *Special Education Internship Handbook 2019-20* for other policies, as needed.

Attendance/Participation

Teacher Candidates completing Traditional internships are required to follow the Mentor Teacher's daily schedule. Candidates must be punctual, arrive when the Mentor Teacher arrives, and leave when the Mentor Teacher leaves. When an absence is unavoidable, the Candidate must notify the school office personnel, Mentor Teacher, and University Supervisor as far in advance as possible. If the Teacher Candidate is absent on a day when he/she is expected to teach, lesson plans and materials must be delivered to the Mentor Teacher before class begins. Candidates who are completing OTJ internships are expected to adhere to their regular work schedule and responsibilities.

Personal Appearance and Professional Conduct

Candidates must dress professionally and exhibit professional behavior in

their assigned school at all times. Candidates must read their assigned school's faculty handbook and conform to the professional expectations of that school. If a Candidate cannot find a copy of the faculty handbook, he/she should contact the Mentor Teacher. Candidates should also note that Mentor Teachers and University Supervisors evaluate a Candidate's teaching dispositions and professionalism during the internship (see the Teacher Candidate Dispositions Rating in the Internship Handbook).

Holidays and Vacations

Candidates must follow the calendar of their assigned school for their internship. The school's calendar may be different from George Mason's calendar during the semester of internship. The Teacher Candidate always follows the calendar of the assigned school during internship. This applies to Thanksgiving and spring break holidays as well.

Teacher Candidates and Substitute Teachers

Traditional Internship Candidates may NOT act as substitute teachers under any circumstance. A school division-designated substitute teacher must be provided when a Mentor Teacher is absent.

Important Considerations

If Candidates do not comply with on-site school expectations, school divisions have the right to request the Candidate be removed from the assigned school. There is no guarantee that a Teacher Candidate will be approved for an alternate assignment or location. Candidates who do not uphold the professional behaviors and dispositions promoted by CEHD may be removed from internship and/or referred to the Office of Student and Academic Affairs as needed. On-site school expectations include the social media presence of Teacher Candidates. The Teacher Candidate Dispositions Rating (see Internship Handbook) includes the expectations for teaching dispositions. Each school site has faculty expectations outlined in a faculty handbook.

Candidates are strongly encouraged to purchase professional liability insurance through membership in the Student Virginia Education Association, the Council for Exceptional Children, or through a private carrier in case of civil legal action. Candidates employed by a school division are encouraged to purchase additional coverage to supplement what is provided.

Accommodations in Internships

Students must be able to perform the essential functions of the internship site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

Grading Scale
(From the Internship Handbook)
Grades for the internship are:
- S   Satisfactory: Teacher Candidate successfully meets the clinical internship requirements and can be recommended for teacher licensure.

- NC   No Credit: Teacher Candidate 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. In some cases, a grade of NC may be accompanied by a recommendation that the Teacher Candidate not be allowed to repeat the internship. In such cases, the Candidate may be counseled out of the licensure program although not necessarily out of the degree program.
- IP   In Progress: The Teacher Candidate's performance cannot be evaluated at the end of the grading period. IP grade can be changed to S or NC upon completion of requirements.

It is the responsibility of the Teacher Candidate to provide evidence to the University Supervisor and Mentor Teacher for the specific competencies that will be evaluated during the internship. Showing written documentation and/or an observable demonstration of competencies is the responsibility of the Teacher Candidate. The Teacher Candidate should thoroughly review the Internship Rubric (Assessment A) and discuss it with the University Supervisor and Mentor Teacher.

The final grade for the clinical internship will be determined by the University Supervisor and Mentor Teacher. Teacher Candidates will be evaluated on the course objectives and requirements as listed in the course syllabus.

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see https://catalog.gmu.edu/policies/honor-code-system/).

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student's program – a self-evaluation at the start of their program, and a university supervisor's evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions.

Class Schedule
*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date (Week of)	Action	Activities
Block 1: Learner		
Week 1: 9/9	Initial Conference (in person observation and meeting with University Supervisor & Mentor Teacher)	Goal-setting: Block 1 (InTASC 1 & 2) and overall internship goal Technology review Debrief from observation
Week 2: 9/16	eCoaching	Feedback loop
Week 3: 9/23	eCoaching	Feedback loop
Week 4: 9/30	eCoaching	Feedback loop
Week 5: 10/7	FORMAL OBSERVATION	Debrief & Feedback loop Goal-setting: Block 2 (InTASC 3) Set up for BIE
Block 2: Behavior		
Week 6: 10/14	eCoaching	Feedback loop
Week 7: 10/21	eCoaching	Feedback loop
Week 8: 10/28	FORMAL OBSERVATION	Debrief & Feedback loop Goal-setting: Block 3 (InTASC 4, 5, & 8) Set up for BIE
Block 3: Instruction		
Week 9: 11/4	eCoaching	Feedback loop
Week 10: 11/11	eCoaching	Feedback loop
Week 11: 11/18	eCoaching	Feedback loop
Week 12: 12/2	FORMAL OBSERVATION	Debrief & Feedback loop
Week 13: 12/9	Final Conference (in person meeting with University Supervisor & Mentor Teacher)	Complete paperwork

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- 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. 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 silence all sound emitting devices 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/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

Appendix

> **Assessment Rubric(s)**
> Please see the 2019-2020 Internship Handbook for all assessment rubrics (your University Supervisor will provide access to each rubric on Blackboard). One of the College-Wide Common Assessments, the Teacher Candidate Dispositions Rating (Assessment B), is included on the next page.

Teacher Candidate Dispositions Rating

*Note: The disposition rubric should be completed on paper collaboratively by the University Supervisor and Mentor Teacher for the Candidate. The University Supervisor will then enter the rubric ratings online in Tk20.

Candidate Name and G#:_____   **Course with Section:**_____

Assessor:_____   **Date Assessed:**_____

Directions for assessors:

For each of the dimensions below, please rate the degree to which you observe the candidate behaving in a fashion consistent with each disposition, 4 being the highest as "Consistently Evident," 1 being the lowest as "Rarely Evident." Assessors will base ratings upon multiple data points, observations, and/or incidents.

NOTE: A score of 4-Consistently Evident is a rating for candidates who exhibit behaviors beyond the expectations of candidates at this point in their programs. A score of 3 (Often Evident) is the *target* score. If the candidate receives a score of 2-Occasionally Evident or 1-Rarely Evident from either the Mentor Teacher or the University Supervisor on any item, please contact your Academic Program Coordinator (Kelley Regan, kregan@gmu.edu).

Rating Guidelines:

4-Consistently Evident- Consistently Evident is a rating for candidates who exhibit behaviors beyond the expectations of candidates at this point in their programs. Observers see candidates demonstrate behaviors consistent with professional dispositions in multiple situations/data points.

3-Often Evident-is the TARGET score. This score reflects that candidates have met the standard at the level expected at this point in their program. Behaviors are observed that align with expectations for this specific dimension of the dispositions. Candidates who receive a 3 have successfully met the disposition.

2-Occasionally Evident- Candidates receive this score when their understanding and effort does not meet the Target but they exhibit some of the behaviors associate with the disposition. A score of 2 requires a conversation with the candidate to clarify or educate him/her on the appropriate behaviors associate with the disposition.

1-Rarely Evident- Candidates receive a 1 when his/her understanding and behaviors related to a disposition is not evident or rarely exhibited. A score of 1 requires a specific action plan to educate and/or remediate behaviors associate with the disposition.

Descriptions of behaviors are provided for each dispositional dimension and are meant to be representative examples of observable behaviors. The examples may pertain to your specific setting, but should not be viewed as encompassing all observable behaviors related to the disposition:

	Consistently Evident	Often Evident	Occasionally Evident	Rarely Evident	Not Applicable
Openness to Feedback	4	3	2	1	☐

- *Is receptive to constructive criticism/growth-producing feedback*
- *Self-regulates and modifies professional behavior based on feedback*
- *Seeks opportunities for professional growth to improve practice*
- *Acts on feedback toward improvement*

Continuous Improvement/ Change Orientation	4	3	2	1	☐

- *Takes initiative appropriately*
- *Seeks opportunities for continual improvement and change*
- *Seeks evidence for use in decision making*
- *Is willing to take appropriate risks/try new things*

High Expectations for Learning

- *Takes appropriate responsibility for student learning*
- *Holds high expectations for all learners*   4   3   2   1   ☐
- *Monitors and assesses student learning to provide feedback and alter instruction to improve learning*

Advocacy	4	3	2	1	☐

- *Advocates on behalf of students and families*
- *Seeks to understand and address student issues and challenges*
- *Shows a genuine interest in others' well-being*
- *Seeks to direct students and/or families to needed resources*

Professionalism	4	3	2	1	☐

- *Is punctual and well prepared*
- *Exhibits professional demeanor (dress & appearance)*
- *Is reliable, responsible*
- *Demonstrates respect for students, families, colleagues, and/or property*
- *Uses technology & social media appropriately*

Legal and Ethical Conduct   **4**   **3**   **2**   **1**   ☐

- *Exhibits integrity and ethical behavior*
- *Maintains privacy and confidentiality of sensitive information*
- *Demonstrates fairness and consistency in applying and enforcing rules, policies, and regulations*

Is there a score of 2 on the assessment? Have you contacted the Academic Program Coordinator?

Is there a score of 1 on the assessment? Have you contacted the Academic Program Coordinator?

Please add any relevant comments to the ratings above: