



**School of Education  
Department of Special Education, Language and Literacy**

**ESLM 588: INTERNSHIP (1 Credit)  
(Sample Syllabus)**

PROFESSOR:  
OFFICE ADDRESS:  
EMAIL ADDRESS :  
OFFICE HOURS:

**COURSE DESCRIPTION:**

**Prerequisite:** Completion of 6 credits of ESL or modern language methodology & 3 credits of linguistics.

ESLM 588 Internship requires candidates to gain teaching experience and demonstrate emergent competencies in a K-12 English as a Second Language or Bilingual education context under the supervision of a certified ESL or bilingual cooperating teacher and a college supervisor. In order to be eligible for this internship, a student needs to meet the following criteria: Minimum GPA of 3.0 or higher and minimum grade of “B” required in ESLM 587 or ESLM 578 and ESLM 545 or a linguistic course. The internship is a preliminary experience to the full-semester field practice in ESLM 688, in which candidates shall complete 175 hours of classroom and school-related activity in approximately seven weeks. As a result of this course, candidates should be able to demonstrate their familiarity with the educational needs of K-12 second language learners and demonstrate an emerging understanding of best instructional practices.

**CONNECTIONS TO THE SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK:**

The School of Education’s Conceptual Framework calls for creating teachers and other education professionals who are agents of change. This entails:

- Demonstrating Subject Matter Expertise
- Demonstrating Excellence in Planning and Practice
- Demonstrating a Commitment to All Learners
- Demonstrating a Strong, Positive Effect on Student Growth
- Demonstrating Professionalism, Advocacy, and Leadership

This course will explore the subject knowledge that a teacher requires, teach a planning model that leads to excellent lessons, ask students to look closely at children’s learning, and require students to frame and respond to classroom issues in a professional manner.

## RECOMMENDED TEXTS:

- Echevarría, J., Vogt, M., & Short, D. (2017). Making content comprehensible for English learners: the SIOP Model (Fifth edition). Boston: Pearson.
- Ferkazzo, L. & Sypnieski, K. H. (2012). The ESL/ELL Teacher's Survival Guide. Jossey-Bass.
- Molina, S. C. (2014). Teaching English in Local and Global Contexts: A guidebook for beginning teachers in TESOL. CreateSpace Independent Publishing Platform.
- Motha, S. (2014). Race, Empire, and English Language Teaching: Creating Responsible and Ethical Anti-Racist Practice. Teachers College Press.

## REQUIRED READING MATERIALS: (In Canvas)

Besides the recommended textbooks and articles, students are required to read the following on Canvas: NJ State ESL- Bilingual Code, Student Teacher handbook, TESOL and NJ ESL standards, The New Jersey Professional Teaching Standards, Middle States Standards, National Common Core Standards, NJ Core Curriculum Content Standards for world language and SOE Professional Disposition Assessment, WIDA Guide, edTPA guide for English as Additional Language (EAL).

## DESCRIPTION OF GRADED ASSIGNMENTS:

### **1. Classroom Teacher Observation and Reflection (50%):**

- Completion of 175 hours in an approved instructional context Documentation of the hours by a school administrator or cooperating teacher must be submitted. (Pass/Fail)
- Journal of teacher responsibilities (graded): Observation and reflections on various aspects of a full-time teacher's responsibilities above and beyond instruction as they relate to management of a school environment and being a desirable employee for the district.
- Observation tasks assigned using observation protocols (see ATTACHMENT A: RUBRIC for Instructional Competence Summary Observation.) (graded): Observation assignments relating to teaching and learning in the classroom.
- Teaching and performance dispositions (see ATTACHMENT B: SOE Professional Dispositions Instructions.) (graded): Protocols based on the dispositions of SOE that document the candidate's professional demeanor, professionalism and attitude, responsiveness to feedback, evidence of ongoing development, and performance.

**2. Lesson Plan and Reflection (30%):** Students will submit one lesson plan to the TCNJ supervisor and cooperating teacher in advance of teaching it, will take feedback into account before teaching, will deliver the lesson than resubmit the revised lesson plan and a reflection grounded in analysis of student work.

**3. Video Recorded Lesson and Reflection (20%):** Students will record themselves teaching a lesson and submit it electronically to the professor for feedback. A formal lesson plan and reflection will be submitted prior to the teaching of the videotaped lesson so the student will be able to take feedback into account before teaching the lesson.

*Please note: All written assignments must be type double-spaced, 12pt. Times New Roman font, with one inch margins. No late assignments will be accepted except under special arrangements (set prior to the due date) with me. Late assignments may result in loss of points.*

**Final Grade Calculations**

<b>A</b> = 94.0 -100.0	<b>B-</b> = 80.0 - 82.9
<b>A-</b> = 90.0 - 93.9	<b>C+</b> = 77.0 - 79.9
<b>B+</b> =87.0 - 89.0	<b>C</b> = 73.0 - 76.9
<b>B</b> =83.0 - 86.9	<b>C-</b> = 70.0 - 72.9

**ACADEMIC HONESTY POLICY:**

All students are expected to abide by the academic honesty practices as defined by the College. Some examples of practices considered dishonest are: giving or receiving assistance during a test, and plagiarism. Plagiarism is the willful presentation of another person’s writings, opinions, or thoughts as one’s own, without proper credit and documentation. It also includes submitting an assignment (or a variation of one) previously used for another class without permission of both instructors.

Any student who deviates from the Academic Honesty Policy can expect that the instructor will pursue all appropriate disciplinary procedures. Students in this and/ or other graduate classes at The College of New Jersey should be sure to note the section entitled “General Academic Policies and Procedures” in the TCNJ Graduate Bulletin.

**DISCUSSION BORAD SCHEDULE:**

<b>Week</b>	<b>Readings (Tentative)</b>	<b>Discussion Question(s)</b>
<b>1: How do we make great ESL/Bilingual teachers?</b>  <b>Reflections on the demands of the district on the teacher.</b>	A practicum in TESOL Great Teachers A guide to observation, participation, and reflection in the classroom (5 <sup>th</sup> edition). (Reed and Bergemann)	<ul style="list-style-type: none"> <li>• What do you think are attributes/skills/competencies that <b>ESL/Bilingual Teacher</b> should possess?</li> <li>• What are the characteristics of exemplary teachers as described in the readings?</li> <li>• What other contributions are teachers expected to make to the overall functioning of schools besides teaching?</li> </ul>
<b>2: Working with ELLs and Bilingual students</b>	Setting the Foundation: Working with ELLs (Berg and others)	How does your school provide support for ELLs and Bilingual students? Do you feel it is effective? What ideas do you have for how you can improve your own effectiveness when working with ELLs?

<b>3: Methodology &amp; Assessment</b>	Assessment and ESL: An alternative approach (Law, & Eches) Assessing English language learners (Gottlieb)	What effective teaching strategies have you used or observed? What made them effective? (evaluate in terms of the readings)
<b>4: Classroom management</b>	Class Management (Marzano) Standards and Assessment (Gottlieb)	Post your most challenging classroom management dilemma on discussion board. Choose two of your classmates' dilemmas to discuss- provide suggestions for an effective approach.
<b>5: Technology in the classroom</b>	New perspectives on CALL for second language classrooms (Fotos & Browne) Our Brains Extended	What are the pros and cons of technology in the classroom? Share one effective tool or lesson (that utilizes technology) and explain how it can foster effective thinking, action, relationships or accomplishment.
<b>6: Working with mainstream teachers</b>	Working with Mainstream Teachers SIOP Model	Choose one of the scenarios provided on the discussion board. Develop an activity to get mainstream teachers involved in ELLs.
<b>7: Working with Families</b>	Working with Families	Choose one of the scenarios provided on the discussion board. Use the suggestions from the article to create a plan for addressing the issue.

## BIBLIOGRAPHY

- Bailey, K. M. (2006). Language Teacher Supervision: A Case-Based Approach. Cambridge UP.
- Berg, Helen, Mary Petron and Barbara Greyback. "Setting the Foundation for Working with English Language Learners in the Secondary Education Classroom." American Secondary Education 40.3 (2012): 34-44.
- Bleistein, T., Smith, M.K., & Lewis, M. (2020). Teaching speaking, Revised edition. TESOL Press.
- Brandl, K. (2008). Communicative Language Teaching in Action: Putting Principles to Work. Pearson Prentice Hall.
- Brow, H. D. (2006). Language Assessment - Principles and Classroom Practice. Pearson.
- Brown, H.D. & Lee, H. (2015). Teaching by Principles: An Interactive Approach to Language Pedagogy. Pearson Education.
- Brown, J. D. (2005). Testing In Language Programs: A Comprehensive Guide To English Language Assessment. McGraw-Hill Companies.
- Cook, V. (2016). Second language learning & language teaching(5th Ed.). Routledge Champman & Hall.
- Day, R. (2020). Teaching reading, Revised edition. TESOL Press.
- Echevarria, J. & Vogt, M. E. (2007). 99 Ideas and Activities for Teaching English Learners with the SIOP Model (SIOP Series). Pearson.

- Echevarria, J., Vogt, M., & Short, D. (2016, 5th Ed.). Making content comprehensible for English learners: The SIOP model. Pearson Allyn and Bacon.
- Farrell, T. (2008). Reflective Language Teaching : From Research to Practice . Continuum International Publishing Group.
- Ferlazzo, L. & Synpneski, K.H. (2012). The ESL / ELL teacher's survival guide: Ready-to-use strategies, tools, and activities for teaching English language learners of all levels. Wiley.
- Gordon, H. (2012). 50 Strategies for teaching English language learners. Pearson.
- Gottlieb, M. (2006). Assessing English language learners. Corwin Press.
- Haberman, Martin. "The Beliefs and Behaviors of Star Teachers." Teacher's College Record, August 5 2011.
- Hastings, C. & Jacob, L. (2016). Social Justice in language teaching. TESOL Press.
- Herrell, M.J. (2007). Fifty Strategies for Teaching English Language Learners. Pearson.
- Herrera, S. G. & Murry, K. G. (2011). Mastering ESL and bilingual methods. Pearson.
- Larsen-Freeman, D. (2013). Techniques and principles in language teaching(3rd. Ed.). Oxford U P.
- Mott-Smith, J. A., Tomas, Z., & Kostka, I. (2020). Teaching writing, Revised edition. TESOL Press.
- Nemtchinova, E.(2020). Teaching listening, Revised edition. TESOL Press.
- Nurmukhamedov, U. & Sadler, R. Editors. (2020). New ways in teaching with games. TESOL Press.
- Pawan, F., Wiechart, K. A., Warren, A. N., & Park, J. (2016). Pedagogy and practice for online English language teacher education. TESOL Press.
- Peregoy,S. F. & Boyle, O. F. (2008). Reading, Writing and Learning in ESL: A Resource Book for Teaching K-12 English Learners. Allyn & Bacon, Inc.
- Prensky, Marc. "Our Brains Extended." Educational Leadership, 70.6 (2013): 22-27.
- Richard-Amato, P.A. (2009). Making it happen: From interactive to participatory language teaching. Longman.
- Richards, J. C. & Farrell, T. (2005). Professional Development for Language Teachers: Strategies for Teacher Learning. Cambridge UP.
- Richards, J. C., & T. S. Rodgers. (2014, 3<sup>rd</sup> Ed.). Approaches and methods in language teaching. Cambridge UP.
- Sousa, D. A. & Tomlinson, C. A. (2010). Differentiation and the brain. Solution Tree.
- Sykes, J. M. & Reinhardt, J. (2012). Language at Play: Digital Games in Second and Foreign Language Teaching and Learning. Pearson Education.
- TESOL International Association Writing Team, (2018).The 6 principles for exemplary teaching of English learners. TESOL Press.

**ATTACHMENT A: RUBRIC for Instructional Competence Summary Observation<sup>1</sup>**

Criteria	Unacceptable (1)	Developing (2)	Satisfactory (3)	Exemplary (4)
<b>Lesson Preparation and Building Background</b>  2.a.4; 2.b.2; 2.b.4 1.b.9; 3.a.3-4	Candidate' concepts had no link to students' background and past learning experiences; the candidate defined language and content objectives for students; used no supplementary materials and recourses to make the lesson clear and meaningful (e.g. computer programs, graphics, models, visuals).	Candidate' concepts loosely linked to students' background experiences and clearly defined language and content objectives for students; used limited supplementary materials to a certain degree, making the lesson clear and meaningful (e.g. computer programs, graphics, models, visuals).	Candidate' concepts explicitly linked to students' background experiences and clearly defined language and content objectives for students; used some supplementary materials to a high degree, making the lesson clear and meaningful (e.g. computer programs, graphics, models, visuals).	Candidate' concepts had a good linked to students' background and past learning experiences and clearly defined language and content objectives for students; used supplementary materials and recourses to a high degree, making the lesson clear and meaningful (e.g. computer programs, graphics, models, visuals).

<sup>1</sup> Partially Adapted from SIOP and Notre Dame's Model

<p><b>Instructional Delivery</b> 3.c. 1-5 1.a. 9; 1.3a. 10; 5.c.4 1.a. 1-7; 1.b. 10-12</p>	<p>Candidate was not organized and lacked knowledge of English phonology, morphology, syntax, semantics, and pragmatics, and failed to integrate the four language skills of listening, speaking, reading, and writing skills into instruction. No attempt to use materials adapted specifically for ESL students. Both Language and content objectives were explained poorly. The candidate delivered instruction with no techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) and in a pace not suitable for the students' ability level.</p>	<p>Candidate was organized and somewhat knowledgeable about English phonology, morphology, syntax, semantics, and pragmatics, and succeeded in integrating in some of the four skills of listening, speaking, reading, and writing skills into instruction. Some attempt was made to use materials adapted specifically for ESL students. Both Language and content objectives were explained clearly. The candidate delivered instruction with some techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) and in a pace more or less than the students' ability level.</p>	<p>Candidate was well organized and very knowledgeable about English phonology, morphology, syntax, semantics, and pragmatics, and successfully implemented them in lessons that included a variety of instructional strategies and modalities designed specifically for teaching listening, speaking, reading, and writing skills in an integrated way to ESL learners. Both Language and content objectives were explained clearly. The candidate delivered instruction with a many techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) but occasionally instruction in a pace not appropriate for the students' ability level.</p>	<p>Candidate was well organized and very knowledgeable about English phonology, morphology, syntax, semantics, and pragmatics, and Successfully implemented them in lessons that included a variety of instructional strategies and modalities designed specifically for teaching listening, speaking, reading, and writing skills in an integrated way to ESL learners. Materials adapted specifically for ESL students. Both Language and content objectives were explained clearly. The candidate delivered instruction with a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) and in a pace best for the students' ability level.</p>
--	--	---	---	--

<p><b>Interaction/ Communication</b></p> <p>1.b.1-7; 1.b.13; 3.a.1-3; 3.b.1-8</p>	<p>Candidate did not model effective oral and written communication skills and was not sensitive to the body language while considering and acknowledging the different body language (posture, eye contact, and facial expression) and discourse norms of culturally diverse students. Candidate created not enough opportunities for appropriate teacher-student and student-student interaction in pairs and groups to encourage elaborated responses in learning and allow students to understand and value each other's cultures. Candidate did not use question techniques with somewhat wait time for student responses.</p>	<p>Candidate modeled effective oral and written communication skills and was sensitive to the body language while considering and acknowledging the different body language (posture, eye contact, and facial expression) and discourse norms of culturally diverse students. Candidate created some opportunities for appropriate teacher-student and student-student interaction in pairs and groups to encourage elaborated responses in learning and allow students to understand and value each other's cultures. Candidate paid attention to question techniques with somewhat wait time for student responses.</p>	<p>Candidate modeled effective oral and written communication skills and made a clear attempt to use body language while considering and acknowledging the different body language (posture, eye contact, and facial expression) and discourse norms of culturally diverse students. Candidate created ample opportunities for appropriate teacher-student and student-student interaction in pairs and groups to encourage elaborated responses in learning and allow students to understand and value each other's cultures. Candidate paid attention to question techniques with sufficient wait time for student responses.</p>	<p>Candidate modeled effective oral and written communication skills and demonstrated suitable body language while considering and acknowledging the different body language (posture, eye contact, and facial expression) and discourse norms of culturally diverse students. Candidate successfully created a plenty of opportunities for appropriate teacher-student and student-student interaction in pairs and groups to encourage elaborated responses in learning and allow students to understand and value each other's cultures. Candidate used question techniques with sufficient wait time for student responses.</p>
---	---	---	---	---



<p><b>Classroom Management</b> 1.b.9; 3.a.3-4</p>	<p>Candidate had not planned effectively for classroom management and did not incorporate any communicative language learning strategies for this purpose.</p>	<p>Candidate established expectations of student behavior, using student motivation, materials, space, and communicative language learning strategies inconsistently, with some lessons being more successful than others.</p>	<p>Candidate established clear expectations of student behavior, using student motivation, materials, space, and communicative language learning strategies in a consistently, balanced, and produce a positive learning environment.</p>	<p>Candidate established clear expectations of student behavior, using student motivation, materials, space, and communicative language learning strategies in a consistently effective manner to produce a positive learning environment.</p>
<p><b>Assessment</b> (4.a.3; 4.b.5; 4.c.1-3)</p>	<p>No attention was given to assessment, or assessment was not used effectively. Little or no feedback was given to students, and no attempt was given to balanced approach to both formative and summative assessment, to incorporate alternate assessment or to eliminate cultural and linguistic bias from assessment. The assessments produced no data that reflected ESL students' learning progress and effectiveness, and both language and content proficiency.</p>	<p>Assessment was effectively used to monitor student achievement and guide instruction, but student feedback was given inconsistently. Some attempt was given to balanced approach to both formative and summative assessment, to incorporate alternate assessment and to eliminate cultural and linguistic bias from assessment. The assessments produced some data that reflected ESL students' learning progress and effectiveness, and both language and content proficiency.</p>	<p>Assessment was effectively used to monitor student achievement and guide instruction. Meaningful student feedback was given frequently. A balanced approach to both formative, summative was implemented, and alternate assessment was frequently incorporate into instruction and assessments reflects a clear decision to eliminate cultural and linguistic bias. The assessments produced valid and reliable data that reflected ESL students' learning progress and effectiveness, and both language and content proficiency.</p>	<p>Assessment was effectively used to monitor student achievement and guide instruction. Meaningful student feedback was given frequently, through formative, summative, and alternative assessment approaches suitable for ESL students. Candidate successfully eliminated cultural and linguistic bias from assessment and produced valid and reliable data that reflected ESL students' learning progress, and effectiveness, and both language and content proficiency.</p>

<p><b>Professional Demeanor</b> (5.b.2; 5. C. 1-3)</p>	<p>Candidate did not understand or was inconsistent in displaying ethical and professional behaviors, and attire. Candidate was unable to work with teachers, administrators, and parents in order to create an environment conducive to ESL learning.</p>	<p>Candidate displayed ethical and professional behaviors, including approaches attire and a general mature demeanor. Candidate made attempts to work with teachers, administrators, and parents in order to create an environment conducive to ESL learning.</p>	<p>Candidate displayed ethical and professional behaviors, including approaches attire and a mature demeanor when receiving and seeking constructive feedback. Candidate accepted constructive suggestions from teachers, administrators, and parents in order to create an environment conducive to ESL learning.</p>	<p>Candidate displayed ethical and professional behaviors, including approaches attire and a mature demeanor when receiving and seeking constructive feedback. Candidate cooperated enthusiastically with teachers, administrators, and parents in order to create an environment conducive to ESL learning.</p>
--	--	---	--	--

**ATTACHMENT B: SOE Professional Dispositions Instructions:**

Please select the performance level in each criteria below that best describes the Teacher Candidate’s (TC) disposition to date. If you feel you cannot fairly rate the TC on any item, please select “not applicable.” Please note the evaluation system below includes:

**Target:** Teacher candidate meets expectations at least 90% of the time.

**Acceptable:** Teacher candidate meets expectations at least 80% of the time.

**Unacceptable:** Teacher candidate does not meet program expectations.

**“NA” Not Applicable” or Not Observed**

**SOE Professional Dispositions Fall 2014**

	<b>Target:</b> Teacher candidate meets expectations at least 90% of the time. (3 pts)	<b>Acceptable:</b> Teacher candidate meets expectations at least 80% of the time.(2 pts)	<b>Unacceptable:</b> Teacher candidate does not meet program expectations.(1 pt)
<b>Disposition Towards Own Learning</b> (1.000, 7%)	Displays commitment in acquiring content knowledge and pedagogical expertise: <ul style="list-style-type: none"> <li>• Incorporates extra resources for lessons and uses novel assessment &amp; teaching strategies</li> <li>• Conducts research and acquires new content knowledge</li> </ul>		
<b>Disposition Towards Own Initiative</b> (1.000, 7%)	Is a self-starter who begins projects or endeavors: <ul style="list-style-type: none"> <li>• Takes initiatives, volunteers &amp; doesn’t procrastinate</li> <li>• Leads and does not just follow</li> <li>• Attends faculty meetings/professional development workshops, etc.</li> </ul>		
<b>Disposition Towards Student Learning Needs</b> (1.000, 7%)	Demonstrates the belief that all students have the right and ability to earn: <ul style="list-style-type: none"> <li>• Calls on all students equitably and responds to students’ questions fully</li> <li>• Asks challenging questions for all students</li> <li>• Encourages struggling students by making accommodations based</li> </ul>		

## SOE Professional Dispositions Fall 2014

	<b>Target:</b> <b>Teacher candidate meets expectations at least 90% of the time. (3 pts)</b>	<b>Acceptable:</b> <b>Teacher candidate meets expectations at least 80% of the time.(2 pts)</b>	<b>Unacceptable:</b> <b>Teacher candidate does not meet program expectations.(1 pt)</b>
	on students' needs, interests, and development		
<b>Disposition towards Student Diversity</b> (1.000, 7%)	Is sensitive to diversity, differing abilities and cultural differences. • Treats all staff and students equally with tolerance and/or acceptance • Takes an interest in students' backgrounds and culture Establishes a genuine relationship with students and cares about their well being		
<b>Disposition Towards Learning Environment</b> (1.000, 7%)	Creates an environment that encourages students to take learning risks: • Provides supportive feedback to all students • Uses students' mistakes as a learning opportunity • Provides opportunities for students to make choices • Insists that students refrain from belittling or ridiculing remarks		
<b>Disposition Towards Challenging Situations</b> (1.000, 7%)	Exhibits a positive attitude towards challenging situations and recognizes them as learning opportunities: • Demonstrates a problem-solving attitude • Handles unexpected situations while maintaining student learning • Stays calm and remains in charge		
<b>Disposition Towards Criticism</b> (1.000, 7%)	Accepts constructive criticism and feedback: • Responds positively to feedback without making excuses or becoming defensive • Follows through on feedback		

## SOE Professional Dispositions Fall 2014

	<b>Target:</b> <b>Teacher candidate meets expectations at least 90% of the time. (3 pts)</b>	<b>Acceptable:</b> <b>Teacher candidate meets expectations at least 80% of the time.(2 pts)</b>	<b>Unacceptable:</b> <b>Teacher candidate does not meet program expectations.(1 pt)</b>
	provided by supervisors and/or cooperating teacher • Subsequent lessons show that the feedback is incorporated in the planning or delivery of lessons		
<b>Disposition Towards Ethics</b> (1.000, 7%)	Demonstrates academic and professional honesty and makes ethical decisions: • Accepts responsibility for one's own action • Maintains confidentiality • Acts in accordance with students' best interests Prepares all materials in advance and is able to locate them when needed		
<b>Disposition Towards Professionalism</b> (1.000, 7%)	Follows established dress codes and conventions: • Is familiar with TCNJ's student teaching handbook and the school handbook of procedures • Wears sensible clothing appropriate to the teaching situation • Follows school policies and procedures • Is reliable. (Includes meeting deadlines and punctuality): • Follows through on commitments • Arrives at school and to all appointments on time		
<b>Disposition Towards Interpersonal Relationships</b> (1.000, 7%)	Displays ability to maintain professional working relationships: • Follows the rules and protocols of the workplace • Interacts respectfully with all school personnel • Is willing to compromise • Works as a team player		

## SOE Professional Dispositions Fall 2014

	<b>Target:</b> <b>Teacher candidate meets expectations at least 90% of the time. (3 pts)</b>	<b>Acceptable:</b> <b>Teacher candidate meets expectations at least 80% of the time.(2 pts)</b>	<b>Unacceptable:</b> <b>Teacher candidate does not meet program expectations.(1 pt)</b>
<b>Disposition Towards Social Interaction</b> (1.000, 7%)	Maintains appropriate social boundaries including technological communication: <ul style="list-style-type: none"> <li>• Uses social networking sites appropriately</li> <li>• Uses school communication channels for all contact with students and parents.</li> </ul> Is not overly friendly with students and/or teachers		
<b>Disposition Towards Leadership</b> (1.000, 7%)	Demonstrates leadership qualities: <ul style="list-style-type: none"> <li>• Advocates for children who may need extra support in or out of school</li> <li>• Perseveres to accomplish goals</li> <li>• Initiates contact with parents, guidance counselors and other school personnel</li> </ul>		
<b>Disposition Towards Self-awareness</b> (1.000, 7%)	Maintains high standards: <ul style="list-style-type: none"> <li>• Recognizes, manages and expresses own emotions effectively</li> <li>• Sets short and long term goals</li> </ul> Demonstrates awareness of own personal beliefs and values and how they may impact on students, colleagues & other school: personnel. <ul style="list-style-type: none"> <li>• Shares own personal values/stories without forcing own beliefs on others</li> <li>• Separates own personal life from the teaching life (e.g. when teaching about religion- teach fairly without sharing own biases)</li> </ul> Has realistic sense of own strengths and weaknesses: <ul style="list-style-type: none"> <li>• Identifies weaknesses and plans for improvement</li> <li>• Knows when to ask for help</li> </ul>		

