George Mason University
College of Education and Human Development
Secondary Education Program

EDCI 490 Secondary Education Internship
(Section 001/English; 6 Credits)
Pre-requisites: EDCI 469/569, EDCI 479/669, EDRD 419/619, EDUC 372/672, EDUC 422/522

Key Information
Instructor: Kristien Zenkov, PhD, Professor
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Course Description
EDCI 490 a full semester of intensive teaching experience in secondary education. The course
is designed to support the intern in planning, implementing, and reflecting on teaching in the
secondary setting. The intern, supported by the university supervisor and mentor teacher, will
gradually take over responsibilities of teaching in a secondary classroom.

Course Delivery
This course is an internship and all meetings will be held in an intern's area school and
classroom. Please note that this course is held in conjunction with the internship seminar
(optional for undergraduate interns) and that the Internship Handbook also provides a number of
details about internship requirements.

Required Texts
There are no required texts for this course. All students in this course must purchase an
Edthena license.

Relationships to Professional Standards and Course Objectives
By the end of this course students will demonstrate an understanding and application of subject
area standards aligned with the National Content Standards and identified by their Specialized
Professional Association (SPA): English teachers: National Council of Teachers of English,
http://www.ncte.org.

Students should also have an understanding of and be able to apply the teaching and learning standards as outlined by the Interstate New Teacher Assistance and Support Consortium (INTASC):

- http://www.ccsso.org/resources/publications/InTasc_model_core_teaching_standards_and_learning_progressions_for_teachers_10.html

Finally, students should be aware of the skills framework of the Partnership for 21st Century Skills and the professional guidelines offered by the National Board for Teaching Standards:

- http://boardcertifiedteachers.org/certificate-areas

GMU/CEHD Policies and Resources for Students

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code-2/].
- 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 George Mason University 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.
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- Professional Dispositions: Students are expected to exhibit professional behaviors and dispositions at all times [See http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf].
- Core Values Commitment: The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [See http://cehd.gmu.edu/values/]
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

Emergency Notification

The university utilizes a communication system to reach all students, faculty, and staff with emergency information (e.g., in case of severe weather). You can be sure that you are registered with the Mason Alert system by visiting https://ready.gmu.edu/masonalert/. An emergency poster can also be found in each Mason classroom. Information about Mason emergency response plans can be found at http://cert.gmu.edu/.

Grading

A+	99-100%	B	83-87%	C-	70-72%
A	93-98%	B-	80-82%	D	60-69%
A-	90-92%	C+	78-79%	F	Less than 60%
B+	88-89%	C	73-77%		

Note: No credit toward graduation accrues from a failing grade or a grade that is replaced by a retaken course.

Additional Grade Notations

- **Incomplete (IN):** This grade may be given to students who are passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control. Unless the faculty member has specified an earlier deadline, the student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Faculty members who choose to require an earlier incomplete deadline will be required to file an *Incomplete Grade Contract* with the local academic unit's office, detailing the work that remains to be done, the general reason for the incomplete, and the student's grade at the point of receiving the incomplete. Unless an explicit written extension is filed with the Office of the University Registrar by the faculty deadline, the grade of IN is changed by the registrar to an F. The maximum IN extension is to the end of the same semester in which it was originally due.
- **Absent with permission (AB):** A student who has received permission from the academic dean or director to be absent from a final exam for cause beyond reasonable control may receive a temporary grade of AB. A rescheduled exam must be administered within 10 business days of the original exam date, or the AB will automatically become an F. Final determination of academic status is not complete while the AB remains on the transcript.
- **Special Provision (SP):** The grade of SP may be given by a dean to students who are unable to complete the course requirements because of extraordinary long-term circumstances, such as major illness or military deployment. SP has no effect on the GPA and remains on the transcript until the work is completed and a final grade is assigned.

Note: The mentor teacher and university supervisor will jointly determine interim and final grades.

Assignments

General Expectations

Throughout the first 6-8 weeks of the Internship, you will co-teach and gradually assume more teaching responsibilities for the mentor teacher's classes. You should take responsibility for all or nearly all of the courses for the 6-8 week period following the co-teaching experience. See internship handbook for a more detailed suggested schedule.

During the first week of internship experience, you should:
1) Have a period-by-period schedule written out to submit to your university supervisor. This schedule should indicate teaching periods, subjects being taught, room number, the time each period begins and ends, non-teaching periods, mentor teacher's periods, and conference times scheduled between intern and mentor teacher; A form for a period-by-period schedule is attached to the syllabus. Total hours are to be recorded for each week on the appropriate form included in the handbook appendices.
2) Arrange a specific time and place for the university supervisor to visit for a "meet and greet" session.

During the first few days in the internship:
1) get acquainted with the classroom and your mentor teacher;
2) become accustomed to classroom rules and procedures;
3) assist your mentor teacher by helping in daily activities, work with small groups of pupils, make reports, read announcements, help a pupil who has been absent, arrange bulletin boards, etc.;
4) become familiar with a wide variety of instructional materials;
5) begin planning the first units of work you will teach and review Teacher Work Sample requirements;
6) learn as much as you can about the students in the classes you will teach;
7) set aside a definite time each day for conferring with your mentor teacher about progress and feedback;
8) identify and use effective techniques for maintaining a good climate for learning;
9) become familiar with the policy related to writing unit and daily lesson plans, and routines for submitting these materials to your mentor teacher, university supervisor, and/or other personnel.

At the end of each week, you should turn in you log hours, weekly sheets, and a reflective summary of observations/experiences to your university supervisor. Specific artifacts to be submitted are at the discretion of your University Supervisor.

Some suggestions for formatting your reflections include
- A one page reflective summary
- A concept map linking ideas with implementation intentions
- A case study of a student with ideas for impacting achievement

Instructions regarding log hours are found in the appendices of the Intern Handbook, and submitted with all other artifacts found in your internship handbook.

Observations
The university supervisor will have a minimum of seven (7) meetings throughout the semester with you, one pre-internship meeting, four on-site visits with post-observation conferences, one mid-term evaluation meeting, and one post-internship meeting. In addition, it is expected that you will maintain weekly contact with your university supervisor to submit reflections and any other materials, such as hour log, lesson plans or other documentation to demonstrate progress. Mentor teachers will also conduct a minimum of four formal observations and four informal observations during the internship.

Teacher Work Sample
You will complete and submit a Teacher Work Sample designed to measure impact on student learning. Details including objectives, expectations and assessment rubrics for each content area's Teacher Work Sample can be found in the internship handbook. Please review these guidelines carefully, as each content area has distinct expectations. Upon completion of the Teacher Work Sample, you will upload all artifacts to Blackboard/TK20 for assessment.

Edthena Assignments
Teacher candidates will make recordings of their teaching between formal university supervisor visits. In each recording, the candidate will address a maximum of three practices, strategies, or points of growth that the candidate, mentor, and supervisor identified based on the previous formal face-to-face observation conducted by the supervisor. Intern, mentor, and supervisor will code these videos, and the intern will intentionally and explicitly address the identified practices/strategies in the following formal observation conducted by the university supervisor.

Collaborative Learning Team Assessment (see template and rubric below)
Submission/Assessment Directions
1) Intern completes the Collaborative Learning Team Assessment
2) Intern uploads final task template to TK20
3) Mentor teacher evaluates task template in TK20

Assessment Objectives
- The candidate will collaborate with other teachers in a school context.
- The candidate will assess individual student and/or group learning progress and consider this data to make instructional decision.
- The candidate will develop and/or revise lesson plans, instructional delivery methods, and classroom management strategies with the goal of improving student learning progress.
- The candidate will collaboratively develop a teaching action plan that promotes an individual student's or a group of students' academic achievement.

Rationale
Today's teachers are increasingly expected to play a teacher leadership role, with each professional (novice and veteran) facilitating not only his/her own but also colleagues' professional development—all focused on the achievement of the students they work together to educate. As a Teacher Candidate you will enter schools where collaboration with your colleagues in the service of your students is expected. Professional collaborations and teacher leadership must begin and end with joint considerations of the evidence of student learning.

For this assessment, you will complete the Collaborative Learning Team Task to demonstrate that you recognize and can take active responsibility for instruction and student learning.

Assessment Task
To complete this task you will:
- Collaborate with a team of teacher colleagues, potentially including but not consisting solely of the mentor teacher, to discuss individual student or group learning progress based on one or more assessments
- With the learning team, consider assessment results and make responsive instructional decisions that promote an individual student's or a group of students' learning
- Provide input to the team to identify lesson plans or revisions to lesson plans, instructional delivery methods, or classroom management strategies affecting student learning progress
- Detail a teaching action plan that the team believes will promote the individual student's or group of students' academic achievement and that includes a description of the instructional activities and assessments to be used and how assessment results will be used to determine changes in student learning

Submission Directions
You will submit a completed template (see below) to demonstrate meeting the above objectives and completion of the above tasks:

Part 1: Collaboration
Documentation of collaborations with teacher colleagues regarding individual student or group learning progress. Documentation will include meeting notes, minutes and meeting agenda as applicable, and a brief reflection of the meeting,

Part 2. Assessment and Instruction
Documentation of initial assessment results and responsive instructional decisions made from data analysis. Documentation will include the initial results from the assessment(s) discussed in the meeting and the specific instructional decisions made in response to analysis of the assessment results.

Part 3. Lesson Plan(s)/Revisions
Documentation of lesson plans or revisions, instructional delivery methods or classroom management strategies. Documentation will be new or modified lesson plan(s) with revised instructional delivery methods or classroom management strategies.

Part 4. Teaching Action Plan
Include the teaching action plan that is a description of the alignment of specific instructional activities and assessments. Documentation will be a description of an alignment of objectives, assessment outcomes and instructional strategies used.

Video Reflection Task (see template and rubric below)
Submission/Assessment Directions
1) Intern completes the Video Reflection Task
2) Intern uploads all elements of Video Reflection Task—videos, lesson plan, reflections, etc—into Edthena
3) Supervisor evaluates Video Reflection Task in TK20

Assessment Objectives
- The candidate will use knowledge of learning differences and assessment to develop an instructional plan including a plan for assessing the student progress.
- The candidate will implement this plan and video record his/her teaching,
- The candidate will use all three levels of critical reflection to analyze an instructional episode to make connections between situations they encounter and the broader social, political, and economic forces that influence those events.
- The candidate will review his/her teaching, and select and edit vignettes to use in critical reflection.
- The candidate will reflect upon a "critical incident" from a lesson and propose alternative ways of addressing the incident to impact future teaching.

Research Base
According to John Dewey (1933) reflection is an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions to which it tends. Critical reflection delves even more deeply. Critical reflection allows candidates to make teaching decisions on the basis of a conscious awareness and careful consideration of the assumptions on which the decisions are based, and the technical, educational, and ethical consequences of those decisions. The end result of critical reflection for the individual is cognitive change (Yost et al., 2011).

Van Manen (1977) describes three hierarchical levels of reflection:
- **Technical reflection** – focuses on effective application of skills and knowledge in the classroom so reflection focuses on analyzing the effects of strategies used.
- **Practical reflection** – focuses on the assumptions underlying a specific practice and the consequences of that practice on student learning. It implies the assessment of the educational implications of actions and beliefs.
- **Critical reflection** – includes emphases from technical and practical reflection and goes deeper. It focuses on questioning moral and ethical dimensions of decisions related,

directly or indirectly, to the classroom. Candidates make connections between situations they encounter and the broader social, political, and economic forces that influence those events.

Brookfield (1990) noted that a "critical incident" is a 'vividly remembered event which is unplanned and unanticipated' (pg 84). Reflecting upon a critical incident can affect change in:

- your thinking,
- your practice,
- your attitudes, and
- your understanding.

A critical incident might be an interaction with a student; it might be part of a teaching episode; it could be a parent interaction or just a solitary "ah-ha" moment. Your analysis will focus on what you learn from reflecting on this event.

This assignment requires you to reflect at all three levels of reflection. During your internship you will record yourself teaching a lesson for which you have developed a detailed lesson plan. **Prior to recording, be sure to obtain appropriate permissions from school system, school, and families as needed in your specific context.**

This assignment consists of three parts: (a) a **lesson plan**, (b) **the holistic reflection,** and (c) **critical incident video clip and analysis**.
You will submit:

- **A Lesson Plan for the Recorded Lesson**
  Develop a lesson plan using the standard lesson plan format for your program and/or school placement. Make arrangements to videotape the lesson for use in analyzing a "critical incident." Teach the lesson. (After reflecting on the lesson you will be asked to identify a "critical incident" in the lesson and highlight that section of the lesson before submitting it for this assignment.)
- **Holistic Reflection of the Lesson**
  After teaching the lesson, write a reflective statement about the teaching episode that includes each of the following levels of reflection: technical, practical, and critical.
- **Critical Incident Video Clip and Analysis**
  After reflecting on the lesson, select a segment of the lesson video (~5-10 minutes in length) that contains a critical incident. Highlight the section of the lesson plan that you select as your critical incident.

The following should be used to guide your description and analysis of the critical teaching incident captured within your videotaped lesson:

- a. Provide a brief description of what is happening in the selected clip.
- b. Explain why this particular segment was selected.
- c. Briefly describe what went well and what aspects of the lesson you would like to revise.
- d. Propose alternative ways of handling the critical incident. You should draw upon your readings, knowledge of best practice, observations, and course work for support.
- e. Summarize what was learned and how it will impact your future teaching.

How to Complete/Submit this Assessment
1) Record thirty (30") minute of a lesson you are teaching
2) Upload this video to Edthena, attaching the lesson plan
3) Briefly reflect on your plan using the technical, practical, and critical levels of reflection
4) Identify a critical incident—note this in your video reflection using the "Note" function
5) Using the "Note" feature, describe the critical incident and propose an alternative way to

handle the incident

6) At the end of the video, use the "Note" feature to summarize what you learned from your overall reflection and how it will impact your future teaching.

Performance-Based Assessments Submission Requirements

Every student registered for any CEHD course <u>with a required performance-based assessment</u> (PBA) is required to submit this assessment to Blackboard (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). For this course, the PBAs are the InTASC internship evaluation, the NCTE internship evaluation, and the Teacher Work Sample. Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Tentative Schedule
Note: Dates and objectives may change according to each intern's needs

Week	To do	Send to University Supervisor (US)
Week 1	• Getting oriented • Setting up meeting with University Supervisor, Mentor Teacher, and Intern	• Contact and schedule information • Log hours • Meeting times for Mentor Teacher, US, and Intern
Week 2	• Develop goals for internship • Focus topic: Teacher-student interaction	• Schedule 1st Observation for US • Log hours • List of goals you would like to accomplish during the internship (we will revisit them at the end of the internship) • Weekly reflection
Week 3	• Teacher-student interaction with a focus on assessment and feedback • 1st Observation by US	• Log hours • Weekly reflection • Reflective conference on observation with US
Week 4	• Classroom management • Intern completes Video Reflection Task (supervisor evaluates)	• Log hours • Weekly reflection
Week 5	• Classroom management • Assessing supporting relationships and teaching environment	• Log hours • Weekly reflection • Complete formative evaluation of US to provide feedback on university support so far
Week 6	• Lesson plans • Mentor Teacher and US collaborative • ly complete Interim Evaluation Profile	• Schedule 2nd Observation by US • Log hours • Weekly reflection
Week 7	• Types of instruction • 2nd Observation by US	• Log hours • Weekly reflection • Reflective conference on observation with US
Week 8	• Types of instruction	• Log hours • Weekly reflection
Week 9	• Assessment of student learning	• Log hours • Weekly reflection
Week 10	• Assessment of student learning (providing feedback, testing, and grading)	• Schedule 3rd and 4th observations – Lesson plans are to be turned in to US at least 2 days prior to observation • Log hours • Weekly reflection
Week 11	• Assessing supporting relationships and teaching environment	• Log hours • Weekly reflection • Complete formative evaluation of US
Weeks 12-16	• Responsibilities of teaching • 3rd and 4th Observation by US • Intern completes Collaborative Learning Team Task (mentor teacher evaluates) • End of week 16 – Mentor Teacher and US collaboratively complete Final Evaluation Profile • Post-intern meeting	• Weekly reflection • Log hours • Reflective conferences on 3rd and 4th observation with US (**Remember to upload the final formal observation rubrics (content and InTASC) to Blackboard/TK20** • **Teacher Work Sample uploaded to Blackboard/TK20**

EDCI 490 Secondary Education Internship
Contact and Schedule Information

Intern Contact Information

Name	Phone	Email	Available times for meeting

Mentor Teacher Contact Information

Name	Phone	Email	Available times for meeting

Class schedule
*Indicate subject for period and room number
*Indicate when Mentor Teacher, Intern, and University Supervisor can meet

Period and time	Monday	Tuesday	Wednesday	Thursday	Friday

Collaborative Learning Team Assessment
TEMPLATE

You will submit the following and attachments to demonstrate meeting the objectives for this assessment task.

Task	Documentation		
Part 1: Documentation of collaborations with teacher colleagues regarding individual student or group learning progress.	**Documentation of collaborations**		
	List artifacts attached to this template:		
Part 2. Documentation of initial assessment results and responsive instructional decisions.	**Assessment results**	**Corresponding instructional decisions**	
Part 3. Documentation of lesson plans or revisions, instructional delivery methods or classroom management strategies.	**Attach lesson plan to this template.** *Briefly describe the content of the lesson and specific strategies and management techniques used for this lesson.*		
Part 4. Teaching action plan that includes a description of instructional activities and assessments.	**Teaching action plan**		
	Objectives	**Instructional Activities**	**Assessment (list and state alignment)**

Collaborative Learning Team Assessment Rubric

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Part 1. Collaboration				
The candidate works with school professionals to plan and facilitate learning to meet diverse needs of learners. *InTASC 10(b)*	The **c**andidate **does not provide** evidence of effective collaboration with school professionals to plan **and/or** jointly facilitate learning to meet diverse needs of learners.	The **c**andidate provides evidence that he/she collaborates only **occasionally or less than effectively** with school professionals to plan and jointly facilitate learning to meet diverse needs of learners.	The **c**andidate provides evidence that he/she collaborates with school professionals to **effectively** plan and **jointly** facilitate learning to meet diverse needs of learners but **does not** take advantage of all opportunities.	The **c**andidate provides evidence that he/she collaborates **regularly and effectively** with a variety of school professionals to plan and **jointly** facilitate learning to **meet diverse needs** of learners.
The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. *InTASC 10(f)*	The **c**andidate **does not provide** evidence of collaboration with school professionals to engage in professional learning that advances practice.	The **c**andidate provides evidence that he/she only **occasionally or less than effectively** collaborates with school professionals to engage in professional learning that advances practice.	The **c**andidate provides evidence that he/she **effectively** collaborates with school professionals to **effectively** and **jointly** engage in professional learning that advances practice.	The **c**andidate provides evidence that he/she collaborates **regularly and effectively** with a variety of school professionals to **effectively** and **jointly** engage in professional learning that advances practice.
Part 2. Assessments and Instruction				
Independently and in collaboration with colleagues, the candidate uses data (e.g., systematic observation, information about learners, research) to evaluate outcomes of teaching and learning to adapt planning and practice. *InTASC 9(c)*	The **c**andidate **does not** show evidence of collaboration with colleagues in the use of data to evaluate outcomes of teaching and learning or to adapt planning and practice.	The **c**andidate independently or in collaboration with colleagues uses data to evaluate outcomes of teaching and learning **but inaccurately or ineffectively** adapts planning and practice.	The **c**andidate independently and in collaboration with colleagues uses data to **effectively** evaluate outcomes of teaching and learning **and** adapts planning and practice.	The **c**andidate independently and in collaboration with colleagues uses a **variety of data** to **accurately** evaluate outcomes of teaching and learning and **effectively** adapts planning and practice for all learners.
Part 3. Lesson Plan				
The candidate understands the strengths and needs of individual	The candidate exhibits **a limited or no** understanding of	The candidate exhibits a **limited** understanding of the strengths and	The candidate exhibits an understanding of the strengths and	The candidate exhibits a **deep understanding** of the strengths and

learners and how to plan instruction that is responsive to these strengths and needs. *InTASC 7(j)*	the strengths and needs of individual learners **nor** how to plan instruction that is responsive to strengths and needs.	needs of individual learners **and/or** how to plan instruction that is responsive to these strengths and needs.	needs of individual learners and how to plan **effective** instruction that is responsive to these strengths and needs.	needs of **diverse** learners and how to plan **effective** instruction that is responsive to these strengths and needs.
The candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning. *InTASC 6(a)*	The candidate **does not provide evidence** of the use of formative and summative assessment as appropriate to support, verify, and document learning.	The candidate provides **limited** evidence of the use of formative **and/or** summative assessment as appropriate to support, verify, and document learning.	The candidate provides **adequate** evidence of the balanced use of formative and summative assessment as appropriate to support, verify, and document learning.	The candidate provides **extensive** evidence of the balanced use of **multiple** formative and summative assessments as appropriate to support, verify, and document learning.
The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. *InTASC 6(b)*	The candidate provides **no evidence** that he/she designs assessments that match learning objectives with assessment methods **or** minimizes sources of bias that can distort assessment results.	The candidate provides **little evidence** that he/she designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	The candidate provides **evidence** that he/she designs **effective** assessments that **closely** match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	The candidate provides multiple pieces of **evidence** that he/she designs **effective** assessments that **align** learning objectives with a **variety** of assessment methods and minimizes sources of bias that can distort assessment results.
The candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning. *InTASC 6(c)*	The candidate **does not** work independently and collaboratively to examine test and other performance data to understand **some** learner's progress and to guide planning.	The candidate works independently **and/or** collaboratively to examine **limited** test and other performance data to understand **some** learner's progress and to guide planning.	The candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.	The candidate works independently and collaboratively to examine **multiple sources of** test and other performance data to understand every learner's progress and to guide planning to meet **diverse** student needs.

Part 4 Teaching Action Plan				
The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. *InTASC 9(e)*	The **c**andidate **describes rather than reflects on** personal biases **and does not** access resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	The **c**andidate **describes rather than reflects on** personal biases and accesses **some** resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	The **c**andidate reflects on **some** personal biases and accesses **a range** of resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	The **c**andidate reflects **candidly on a variety of personal biases** and accesses a **broad range** of resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
The candidate takes an active role on the instructional team giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning. *InTASC 10(a)*	The **c**andidate **does not** work with the instructional team, receives **limited** feedback on practice, examining **minimal** learner work, **rarely** analyzing data, and sharing **little** responsibility for decision making and accountability for student's learning.	The **c**andidate **occasionally and/or passively** works with the instructional team, receiving **limited** feedback on practice, examining **some** learner work, analyzing data **from a single source**, and sharing **little or no** responsibility for some decision making and accountability for each student's learning.	The **c**andidate takes an **active** role on the instructional team, receiving feedback on practice, examining learner work, analyzing data from **multiple sources**, and sharing responsibility for decision making and accountability for **each** student's learning.	The **c**andidate takes an **active** role on the instructional team, **giving and receiving** feedback on practice, examining learner work, analyzing data from **multiple sources**, and sharing responsibility for decision making and accountability for each student's **diverse** learning needs.

Video Analysis Project Rubric

CRITERIA	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Lesson Plan and Teaching				
The candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning. *InTASC 1(b)*	The candidate's instruction **does not** take into account individual learners' strengths, interests, and needs and **does not** enable learners to advance and accelerate his/her learning.	The candidate creates instruction that takes into account **some students'** strengths, interests, and needs and that **enables some learners** to advance and accelerate his/her learning.	The candidate creates **developmentally appropriate instruction** that takes into account individual learners' strengths, interests, and needs and that **enables each learner** to advance and accelerate his/her learning.	The candidate creates **student-centered instruction** that is **developmentally appropriate** and takes into account individual learners' strengths, interests, and needs and that **enables each learner** to advance and accelerate his/her learning.
The candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. *InTASC 2(a)*	The candidate **does not** design, adapt, or deliver instruction to address each student's diverse learning strengths and needs and **did not** create opportunities for students to demonstrate their learning in different ways.	The candidate designs, adapts, and delivers instruction to address **some student's** diverse learning strengths and needs and creates **few opportunities** for some students to demonstrate their learning in different ways.	The candidate designs, adapts, and delivers instruction to address **each student's** diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	The candidate designs, adapts, and delivers **student-centered instruction** that addresses **each student's** diverse learning strengths and needs and creates **multiple opportunities** for students to demonstrate their learning in different ways.
The candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention. *InTASC 3(d)*	The candidate **does not plan** ways to manage the learning environment to actively **and/or** equitably engage learners. The candidate **does not** show evidence of organizing, allocating, and coordinating the resources of time, space, and learner's attention.	The candidate plans ways to **marginally** manage the learning environment to actively **and** equitably engage **some** learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.	The candidate plans ways to **effectively** manage the learning environment to actively and equitably engage **the majority** of learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.	The candidate plans ways to **effectively** manage the learning environment to actively and equitably engage **all** learners by **creatively** organizing, allocating, and coordinating the resources of time, space, and learner's attention.

The candidate engages learners in applying methods of inquiry and standards of evidence used in the discipline. *InTASC 4(c)*	The candidate **does not** engage learners in applying methods of inquiry and standards of evidence used in the discipline.	The candidate engages learners in applying methods of inquiry **but disregards the standards of evidence** used in the discipline.	The candidate **engages** learners in applying methods of inquiry and the **appropriate** standards of evidence used in the discipline.	The candidate engages learners in applying **multiple methods** of inquiry and **appropriate** standards of evidence used in the discipline by implementing **authentic tasks**.
The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. *InTASC 4(d)*	The candidate **does not** stimulate learner reflection on prior content knowledge, does not link new concepts to familiar concepts, and does not make connections to learners' experiences.	The candidate stimulates learner reflection on prior content knowledge, **but neither links new concepts** to familiar concepts **nor makes connections** to learners' experiences.	The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	The candidate **creatively** stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences **using student-centered instruction.**
The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. *InTASC 8(a)*	The candidate **does not** adapt instruction to the needs of individuals and groups of learners.	The candidate adapts instruction to the needs of **some individuals** and groups of learners but **seldom** incorporates appropriate strategies or resources.	The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	The candidate uses appropriate and **creative** strategies and resources within **authentic tasks** to adapt instruction to the needs of individuals and groups of learners.
The candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. *InTASC 8(b)*	The candidate **does not** provide evidence of monitoring student learning, **and/or does not** engage learners in assessing their progress, **and/or does not** provide evidence of adjusting instruction in response to student learning needs.	The candidate provides **minimal** evidence of monitoring student learning and engaging learners in assessing their progress, but the candidate rarely adjusts instruction in response to student learning needs.	The candidate provides **consistent** evidence of monitoring student learning, engaging learners in assessing their progress, and adjusts instruction in response to student learning needs.	The candidate provides **substantial** evidence of continuously monitoring student learning, engaging learners in assessing their progress, and **innovatively** adjusts instruction in response to student learning needs.
The candidate varies his/her role in the instructional process (e.g. instructor,	The candidate **does not** varies his/her role in the instructional process (e.g.	The candidate **sometimes** varies his/her role in the instructional process (e.g.	The candidate **varies** his/her role in the instructional process (e.g. instructor, facilitator,	The candidate **consistently** varies his/her role in engaging instructional

facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners. *InTASC 8(d)*	instructor, facilitator, coach, audience).	instructor, facilitator, coach, audience) but it is in relation to **neither** the content **nor** the purpose of instruction nor the needs of learners.	coach, audience) in relation to the content and purpose of instruction and the needs of learners.	processes (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners.
The candidate engages all learners in developing higher order questioning skills and metacognitive processes. *InTASC 8(f)*	The candidate **does not** engage learners in developing higher order questioning skills **or** metacognitive processes.	The candidate engages **some learners** in developing higher order questioning skills **or** metacognitive processes.	The candidate engages **most** learners in developing higher order questioning skills **and** metacognitive processes.	The candidate engages **all** learners in developing higher order questioning skills **and** metacognitive processes within authentic learning situations.
The candidate asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question). *InTASC 8(i)*	The candidate **does not** asks questions to stimulate discussion.	The candidate **asks** questions to stimulate discussion but the purposes tend to be **low level**.	The candidate asks **appropriate** questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	The candidate asks **varied** questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question) **within authentic learning situations.**
Holistic Reflection				
The candidate engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system. *InTASC 9(b)*	The candidate **does not** take responsibility for promoting the learners' growth and development in a reflective statement. The statement does not specifically the critical levels of reflections.	The candidate takes responsibility for promoting the learners' growth and development in a reflective statement, but **does not address all** of the levels of critical reflections.	The candidate takes responsibility for promoting the learners' growth and development in a reflective statement that includes **all of the levels of critical reflection**.	The candidate takes responsibility for promoting the learners' growth and development in a **well-written and insightful** reflective statement that includes **all of the levels of critical reflection**.
The candidate	The candidate **does**	The candidate **uses**	The candidate **uses**	The candidate

uses a variety of data to evaluate the outcomes of teaching and learning and adapts planning and practice. *InTASC 9(c)*	**not** use a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice.	**a variety of data** to evaluate the outcomes of teaching and learning but does not provide strategies to adapt planning and/or practice.	**a variety of data** to evaluate the outcomes of teaching and learning and to adapt planning and practice.	**effectively uses a variety of data** to evaluate the outcomes of teaching and learning and to appropriately adapt planning and practice.
The candidate uses ongoing analysis and reflection to improve planning and practice. *InTASC 9(l)*	There was **no evidence** that the candidate used ongoing analysis and/or reflection to improve planning and practice.	The candidate **uses marginal analysis and reflection strategies** to improve planning and practice.	The candidate **uses ongoing analysis and reflection** to improve planning and practice.	The candidate **effectively uses ongoing analysis and deep reflection** to improve planning and practice.
Critical Incident Video Clip and Analysis				
The candidate uses technology to support analysis, reflection, and problem-solving strategies for instruction. *InTASC 9(d)*	The candidate **does not use technology** to support analysis, reflection, and problem-solving strategies for instruction.	The candidate **ineffectively uses technology** to support analysis, reflection, or problem-solving strategies for instruction.	The candidate **uses technology** to support analysis, reflection, and problem-solving strategies for instruction.	The candidate **effectively uses technology** to support a **thorough** use of analysis, reflection, and problem-solving strategies for instruction.
The candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences. *InTASC 9(a)*	There was **no evidence** that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.	There was **minimal evidence** that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.	There was **evidence** that the candidate **effectively** engages in ongoing learning opportunities to plan to improve teaching and learning.	There was **extensive evidence** that the candidate **effectively** engages in ongoing learning opportunities to plan to improve teaching and learning.

The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences. *InTASC 9(e)*	There is **no evidence** that the candidate reflects on his/her personal biases. The candidate did not access resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences.	The candidate provides evidence that he/she reflects on his/her personal biases and accesses resources to deepen his/her own understanding of **limited** individual differences to build relationships and create relevant learning experiences.	The candidate provides evidence that he/she reflects on personal biases and accesses **appropriate** resources to deepen his/her own understanding of a **variety of individual differences** to build relationships and create more relevant learning experiences.	The candidate provides evidence that he/she **effectively** reflects on personal biases and accesses **multiple resources** to deepen his/her own understanding of a **variety of individual differences** to build relationships and create **engaging**, relevant learning experiences.