George Mason University
College of Education and Human Development
Graduate School of Education

College of
EDUCATION HUMAN DEVELOPMENT MASON
UNIVERSITY

CORE VALUES

SOCIAL JUSTICE
RESEARCH-BASED PRACTICE
INNOVATION
ETHICAL LEADERSHIP
COLLABORATION

Promoting Learning Development Across the Lifespan
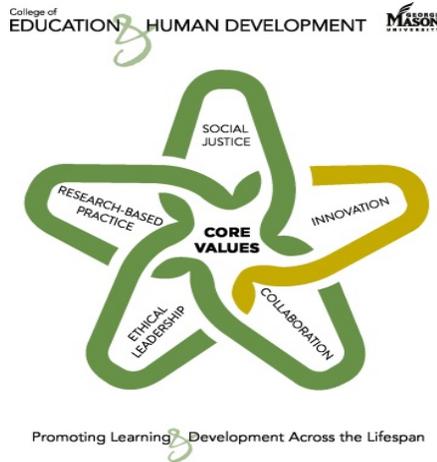
Concentration:
Teaching Culturally, Linguistically Diverse & Exceptional Learners Program

EDCI 790:
International Education Student Teaching – ESL
6 Credits
Fall 2016
CRN: 83173

Fieldwork Coordinator: Leslie Silkworth
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Instructor: Kimberley Daly, Ph.D.
Office Hours: By appointment. Please be mindful of time differences when setting up appointments.
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Skype: kimberley.daly1
Meeting Dates: September 1 – December 14
Meeting Time: online
Meeting Location: online

COURSE DESCRIPTION: Intensive, supervised clinical experience for full semester in accredited schools, both at elementary and secondary levels. Students must register for appropriate section (ESL or elementary).

Prerequisites Eligibility for student teaching requires:

1. Good academic standing
2. Satisfactory completion of all coursework in the licensure program
3. Submission of satisfactory scores on all prerequisite exams:
    a. Praxis I tests for Reading, Writing, and Mathematics
    b. Virginia Communication and Literacy Assessment (VCLA)
    c. Virginia Reading Assessment (VRA) or Reading for Virginia Educators (RVE) (Elementary students only)
    d. Praxis II (Elementary students only)
4. Completion of all endorsement hours (Elementary students only)

DELIVERY METHOD:

This course will be delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu or gmu.edu) and email password. The course site will be available on August 29th at 8 am EST.

LENGTH OF STUDENT TEACHING:

GMU requires a minimum of 300 student teaching clock hours, including 150 clock hours of direct teaching. This commitment is a 15-week full-time experience. These requirements exceed the current state licensure requirement. An extended period of student teaching provides better preparation and is protection against contingencies such as illness or other interruptions. Students are expected to model the policies and regulations of the school in which they are student teaching. That includes timely arrival, attendance at faculty meetings, parent meetings/conferences, professional dress, participation in afterschool/evening events and all roles of a full-time teacher. Students are expected to complete the full semester of student teaching except in unusual circumstances. In such cases, the Director of Student and Faculty Services may approve early termination based on the recommendation of the university supervisor and cooperating teacher.

FORMAT FOR STUDENT TEACHING:

All students are placed in an accredited P-12 school for the duration of student teaching. Students should obtain a placement from the TCLDEL Field Coordinator well in advance of beginning student teaching. Teacher candidates in the ESL program spend half of the student teaching period at the elementary grade level (K-6), and then switch to the secondary level (7-12). This often requires a change of school. Students in the Elementary program spend half of the semester at the K-3 level and half at the 4-6 level. This means there is a seven-week placement for each grade and a week transition/preparation in between placements.

In all cases, the teacher candidate begins by observing and co-teaching and then gradually assumes responsibility for instruction until he or she carries the full teaching load. Toward the end of the assignment, the student gradually returns responsibility for instruction to the

classroom teacher. During the transition periods before and after independent teaching, the teacher and the student may co-teach or share responsibility for specific periods or subjects. Teacher candidates are not yet credentialed and should never have sole responsibility for the students without a full-time teacher in the room. Teacher candidates should always progress at a rate appropriate to their preparedness to assume responsibility for instruction.

EXPECTATIONS FOR PARTICIPATION:

This online course is **not self-paced.** You will be expected to complete one module every week. Completing a module involves reading, participating in discussions with the whole class, and completing any accompanying assignments associated with that module. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

- **Course Week:** This course is asynchronous: Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on **Thursdays**, and **finish** on **Wednesdays**.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be **3** times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **at least 3 times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking

them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: http://get.adobe.com/reader/
  - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
  - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool
- Access to a scanner to scan and upload documents to Blackboard.

LEARNER OUTCOMES: Based upon Interstate New Teacher Assessment and Support Consortium (INTASC) standards, this course will enable students to:

- Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches and create learning experiences that make these aspects of subject matter meaningful for students (Standard 1).
- Understand how children learn and develop and provide learning opportunities that support children's intellectual, social, and personal development (Standard 2).
- Understand how students differ in their approaches to learning and create instructional opportunities adapted to diverse learners (Standard 3).
- Understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills (Standard 4).
- Use understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation (Standard 5).
- Use knowledge of effective verbal, nonverbal, and media communication techniques (including computers and other appropriate technology for a school setting) to foster active inquiry, collaboration, and supportive interaction in the classroom (Standard 6).
- Plan instruction based on knowledge of subject matter, students, the community, and curriculum goals (Standard 7).

- Understand and use formal and informal assessment strategies to evaluate and ensure the intellectual, social, and physical development of the learner (Standard 8).
- Be a reflective practitioner who continually evaluates the effects of his or her own choices and actions on others and actively seeks out opportunities to grow professionally (Standard 9).
- Foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being (Standard 10).
- Understand the teacher's responsibility to fulfill the legal requirements for recognizing, reporting, and responding to child abuse and neglect (Code of Virginia 22.1-298).

PROFESSIONAL STANDARDS:

Teacher candidates are expected to demonstrate their acquisition and ability to apply the following TESOL Standards.

TESOL Standards
Domain 1: Language
Domain 2: Culture
Domain 3: Planning, Implementing and managing Instruction
Domain 4: Assessment
Domain 5: Professionalism

REQUIRED TEXTS: There is no required text for this course.

GRADING POLICY

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

1. The grading scale will be S (Satisfactory/Passing), NC (No Credit/Fail), or IP (In Progress) in accordance with GMU policy for student teaching and GSE policy for counseling and administrative internships.

2. The cooperating teacher(s) and the university supervisor shall determine the interim and final grades jointly after consultation. If they cannot agree, the Director of Student and Faculty Services will determine the grade based on a review of the documentation and, in some cases, observation of the teacher candidate's performance.

3. A graduate teacher candidate who receives a No Credit grade will not be recommended for teacher licensure unless he/she repeats all or part of the experience 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.) Permission for repeating the student teaching experience must be applied for and granted by the university.

4. Any teacher candidate whose performance cannot be evaluated at the end of the grading period will receive a grade of IP (In Progress). An IP grade shall be changed to Satisfactory or No Credit for graduate students upon completion of requirements - usually before the beginning of the next semester.

5. In some cases, a grade of No Credit may be accompanied by a recommendation that the student not be allowed to repeat the student teaching experience. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.

HONOR CODE & INTEGRITY OF WORK

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

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

LATE WORK POLICY

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve late/makeup work.*

GMU 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/].
  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/].
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

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

PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times.

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 http://gse.gmu.edu/.

NETIQUETTE

As we will be working together in an online environment, netiquette will be significantly important in terms of creating a community of thinkers and learners. Netiquette is a way of

defining professionalism through network communication; it is a way to foster a safe on-line learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

For our class, here are the netiquette guidelines for working and communicating online:

• Do not use offensive language.

• Never make fun of someone's ability to read or write.

• Keep an "open-mind" and be willing to express even your minority opinion.

• Think before you push the "Send" button.

• Do not hesitate to ask for feedback.

• When in doubt, always check with your instructor for clarification

• Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.

GMU E-MAIL AND WEB POLICY
Mason uses electronic mail (**www.gmu.edu/email**) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog). All communication sent for this course will be sent to your Mason email account.

All communication sent for this course will be sent to your Mason email account. I will respond to emails as soon as I can, but always within 24 hours.

COURSE SCHEDULE

Key:

Blue = Blog topic to be completed by all students

Black = What must be uploaded to Blackboard by the end of the week by all students

Purple = Items that need to be uploaded by students with two placements only

Orange = Items that need to be uploaded by students with one placement only (internship)

Green = Important notes for everyone

Weekly Schedule	Assignment
WEEK 1 September 1 – September 7	Blog Topic 1: Describe the classroom, school, students and your goals for your 1st placement or your internship. Review syllabus and deadlines with cooperating teacher. • Submit Student Placement and Information Sheet (on Bb)
WEEK 2 September 8 - September 14	• Submit first Bi-Weekly Progress Report (Form ST-2 in Teacher Candidate Manual)
WEEK 3 September 15 - September 21	Blog Topic 2: Discuss challenges you have experienced in your teaching placement thus far. • Submit Profession and Career Goal Plan
WEEK 4 September 22 - September 28	• Submit second Bi-Weekly Progress Report (Form ST-2) • Submit first Log of Hours (Form ST-1) • Submit CEHD Teacher Candidate Assessment – Midterm (on Bb)
WEEK 5 September 29 - October 5	Blog Topic 3: Discuss what has surprised you the most so far about your student teaching or internship experience. • Submit first set of video clips and reflections • Submit Teacher Evaluation Form – Observation 1 (Use Appendix ESL)
WEEK 6 October 6 - October 12	Blog Topic 4: Share ways you differentiated your lessons to meet the needs of all students. • Submit third Bi-weekly Report (Form ST-2)
WEEK 7 October 13 - October 19	• Submit second set of video clips and reflections • Submit Teacher Evaluation Form – Observation 2 (Appendix ESL) • Submit Teacher Candidate's Evaluation of Student Teaching Process **to Leslie** (Appendix ST-3) • Submit Cooperating Teacher's Evaluation of Student Teaching Process **to Leslie** (Appendix CT-4) • Submit On-Site Supervisor's Evaluation of Student Teaching Process **to Leslie** (Appendix OS-2)

WEEK 8 October 20 - October 26	• Submit second Log of Hours (Form ST-1) • Submit CEHD Teacher Evaluation Form – Final (on Bb) • Submit Summary of Placement, Supervisors, Hours, and Final Grade (Appendix CT-3)
WEEK 9 October 27 - November 2	Blog Topic 5: How have you grown as a teacher so far in these 8 weeks? • Submit CEHD Teacher Evaluation Form – Midterm (on Bb) Review syllabus and deadlines with cooperating teacher.
WEEK 10 November 3 - November 9	• Submit fourth Bi-Weekly Progress Report (Form ST-2).
WEEK 11 November 10 - November 16	Blog Topic 6: Post a lesson plan you taught and reflect on that experience. • Submit third set of video clips and reflections • Submit Teacher Evaluation Form – Observation 3 (Appendix ESL)
WEEK 12 November 17 - November 23	• Submit fifth Bi-Weekly Progress Report (Form ST-2) • Submit third Log of Hours (Form ST-1) • Submit CEHD Teacher Evaluation Form – Midterm (on Bb)
WEEK 13 November 24 - November 30	Blog Topic 7: Discuss what you know now that you wish you would have known at the beginning of your student teaching or internship experience. • Submit Revised Professional and Career Goal Plan
WEEK 14 December 1 - December 7	• Submit sixth Bi-Weekly Progress Report (Form ST-2) • Submit fourth set of video clips and reflections • Submit Teacher Evaluation Form – Observation 4 (Appendix ESL) • Submit Teacher Candidate's Evaluation of Student Teaching Process **to Leslie** (Appendix ST-3) • Submit Cooperating Teacher's Evaluation of Student Teaching Process **to Leslie** (Appendix CT-4) • Submit On-Site Supervisor's Evaluation of Student Teaching Process **to Leslie** (Appendix OS-2) • Submit Fieldwork Observations (on Bb)

WEEK 15 December 8 - December 14	Blog Topic 8: What are you most looking forward to as you complete your student teaching experience and prepare to start teaching in a classroom of your own?
	- Submit fourth Log of Hours (Form ST-1) - Submit CEHD Teacher Evaluation Form – Final (on Bb) - Submit Summary of Placement, Supervisors, Hours, and Final Grade - Submit Student Teaching Evaluation Form for Elementary Education Students - Submit InTASC Internship Evaluation (Use CEHD Final Assessment) - Submit EDCI 790 TCLDEL Elementary Internship Evaluation (Use Final Observation)

DETAILED ASSIGNMENT INFORMATION

Please note**:** All assignments are due by 11:59 PM EST on the date noted.

1. **Student Placement and Information Sheet**

Each student will provide the professor with information concerning their placements or internships and mentor teacher(s) at the beginning of the semester. This will provide the professor with the correct contact information for all mentor teachers, on-site supervisors, and school placements. This information is extremely important as it will be necessary for the professor to be in contact with the mentor teacher and/or the on-site supervisor throughout the semester. This assignment is due in Blackboard on **September 7**.

2. **Blog**

Students will interact with other teacher candidates through a blog on Blackboard. Each student will be required to submit eight blogs throughout the semester describing his/her experiences in their classroom. This is meant to be a short, two to three paragraph update on the teaching experience. Each log will have a specific theme. Feel free to keep it fun, but also share your struggles and epiphanies during your teaching experience. **In this class, the week is defined as starting on Thursday and ending on Wednesday midnight (EST). The first blog will be due by September 7.**

3. **Daily Lesson Plans**

No instruction should occur without an approved lesson plan. The teacher candidate must provide daily lesson plans for review by the cooperating teacher. The format may be mutually determined by the teacher candidate and the cooperating teacher, but should include the elements shown in Appendices RM-3 and RM-4 of the Student Teaching Handbook. Lesson plans should also be kept in the journal to be viewed throughout the semester as a means of conducting

evaluations by the cooperating teacher and on-site supervisor. **Due daily to your mentor teacher throughout the semester. Lesson plans are not handed in to the instructor of EDCI 790.**

4. **Professional and Career Goal Plan**

Each teacher candidate will create a professional goal plan during the student teaching experience. The professional goal plan will be an articulation of the professional and career plans that the teacher candidate wants to focus on immediately, at the end of the internship experience, and long term. The plans are meant to be a way to think through next steps in one's professional development trajectory, but also as a way to engage in dialogue about options and opportunities that could help achieve each goal. Each teacher candidate will submit a preliminary professional goal plan to Blackboard on **September 21** and a final professional goal plan and reflection on **November 30**.

**Professional and Career Goal Template provided at the end of the syllabus.

5. **Hours Logs**

Each student will need to keep track of the hours that they are engaged in student teaching activities. The logs must be signed by the cooperating teacher, and all time columns should be correctly *tallied* before submission. Students will record hours in three categories: **Direct Teaching** (the time spent directly interacting with students, whether co-teaching, independent teaching, working with small groups, or working one-on-one with a student), **Indirect Teaching** (time spent observing, planning, grading, attending faculty meetings, and other teaching-related experiences during the school day), and **School-based Activities** (non-teaching duties occurring outside of school hours, such as parent open house or school multicultural nights).

Hours logs are due on **September 28, October 26, November 23,** and **December 14**.

6. **Bi-Weekly Progress Reports**

Each student will submit a progress report every two weeks (see Appendix ST-2 in the Student Teaching Manual). The teacher candidate will complete section 1 of the Progress Report detailing the teaching activities for the period. The cooperating teacher should then complete sections 2 and 3 of the form and sign it. The teacher candidate then submits the form to Blackboard.

Biweekly progress reports are due on **September 14, September 28, October 12, November 9, November 23,** and **December 7**.

7. **Formal Observations**

Teacher candidates must be observed at least 4 times during their placements by both the Cooperating Teacher and the On-Site Supervisor; two times in the first placement and two times

in the second placement. The evaluation form for ESL teacher candidates is provided in the Student Teaching Handbook under "Appendix ESL", and the evaluation form for elementary teachers is provided under "Appendix Elementary.

Observations are due on **October 5, October 19, November 16,** and **December 7.**

8. Classroom Videos and Reflections

Teacher candidates should video record a lesson four times, two times during the first placement and two times during the second placement. After recording, the teacher candidate should review the video and locate **four segments** of approximately **5 minutes** each that show: 1) an anticipatory set in which the lesson is introduced and prior knowledge is engaged, 2) a sample of engaging students in a student centered activity, 3) a sample of something that went particularly well during the lesson, and 4) a sample of something that you could improve upon in the lesson.

For each segment, the student should craft a paragraph (minimum) reflection in which the video segment is described and the episode is reflected upon. The reflection should include the following: what is happening in the clip, why the clip was chosen, what this clip represents in your teaching, things you notice about your teaching from the clip, and what strengths and weaknesses you might have observed in yourself through this clip. The four clips (NOT THE ENTIRE VIDEO) should be uploaded into Blackboard. *Each clip* should be accompanied by a written reflection.

Classroom videos and reflections are due on **October 5, October 19, November 16,** and **December 7.**

9. Summary of Placement, Supervisors, Hours, and Final Grade

At the end of each placement, the cooperating teacher and the on-site supervisor will complete a summary of placement form summarizing your placement experience. The form will then be scanned and uploaded onto Blackboard by the student. This form will be completed twice for students with two placements and once by students with one.

10. CEHD Teacher Candidate Assessment

Teacher candidates will need to submit this twice during their placements – once halfway through and again at the end. The mentor teacher should be filling this form out. The form will be available on Bb. This form is also being used for the InTASC Internship Evaluation and students should submit their final CEHD Teacher Candidate Assessment for this assessment as directed under the Assessments tab in Blackboard. Further directions will be provided by the instructor.

The CEHD Teacher Candidate Assessment is due from students with two placements on **September 28, October 26, November 23,** and **December 14**. The CEHD Teacher Candidate Assessment is due from students with one placement on **November 2** and **December 14**.

11. Fieldwork Observations Form

Teacher candidates who are already in a full-time position will be required to complete 20 hours of observations at the opposite level of where they are currently working (PK-6 or 7-12). A log of observation hours will need to be submitted to Blackboard. The log will be available on Bb.

The fieldwork observation form is due on **December 7.**

12. **InTASC Internship Evaluation (Tk20)**

This assessment is related to the College of Education and Human Development and their use of Tk20. For each CEHD course, assignments are being collected for the purpose of program accreditation and analysis. For EDCI 790, there are two assignments – the InTASC Internship Evaluation and the EDCI 790 Elementary Internship Evaluation (please see below).

There is no additional work for you to complete but you do need to upload your final CEHD Teacher Candidate Assessment under the Assessment tab in Blackboard. This assignment is due on **December 14**. Additional information will be provided in Blackboard.

13. EDCI 790 Elementary Internship Evaluation (Tk20)

This assessment is also related to the College of Education and Human Development and their use of Tk20. Students will need to upload their final observation under the Assessment tab in Blackboard. This assignment is due on **December 14**. Additional information will be provided in Blackboard.

APPENDIX

PLACEMENT PAPERWORK

There is a wide variety of paperwork that is completed throughout the teaching placements. All the forms can be found in the student teaching manual. In this section, all the paperwork addressed in the STUDENT TEACHING MANUAL is explained, with assigned due dates. **PLEASE note, some of the forms are compilation forms, meaning that you and your cooperating teacher – or the cooperating teacher and the on-site supervisor – will work together to fill out the same form. Each appendix is explained below, for clarity of understanding the handbook. The paperwork required for Student Teaching must be posted to Blackboard unless otherwise noted. Students are required to have access to a scanner to post signed and dated evaluation forms.

FORMS FOR TEACHER CANDIDATES

Appendix ST-1: Log of Hours *(For Teacher Candidates to Use)*

Teacher candidates must keep a daily log of hours. The logs must be signed by the cooperating teacher, and all time columns should be correctly tallied before submission. The logs of hours are kept in the journal/portfolio and scanned and submitted to Blackboard four times throughout the semester.

Appendix ST – 2: Bi-Weekly Progress Reports *(For Teacher Candidates to Use)*

The teacher candidate completes section 1 of the Progress Report once every two weeks, gives it to the cooperating teacher for completion of sections 2 and 3, and then submits it to Blackboard.

Appendix ST – 3: Teacher Candidate's Evaluation of Student Teaching Process *(For Teacher Candidates to Use)*

The teacher candidate should complete the evaluation of the student teaching process twice during the semester: once at the end of the first placement and once at the end of the second placement. This form will be emailed directly to Leslie Silkworth, lsilkwor@gmu.edu, and not submitted to Blackboard.

FORMS FOR MENTOR TEACHERS

Appendix CT – 1: Summary Observation Report *(For Mentor Teachers to Use)*

This form is meant as a tool for the cooperating teacher to use during informal teaching observations, to help guide the student in his/her teaching development. It is ideal for a cooperating teacher to complete at least four (4) of these throughout the placement. These forms do not need to be submitted to Blackboard.

Appendix CT – 2: Bi-Weekly Progress Report *(For Mentor Teachers to Use)*
The teacher candidate completes section 1 of the Progress Report once every two weeks, gives it to the cooperating teacher for completion of sections 2 and 3, and then submits it to Blackboard.

Appendix CT – 3: Summary of Placement, Supervisors, Hours, and Final Grade *(For Mentor teacher to Use)*

The cooperating teacher will complete this form at the end of the student's placement, in conjunction with the on-site supervisor, if appropriate. The form will then be scanned and uploaded onto Blackboard by the student.

Appendix CT – 4: Cooperating Teacher's Evaluation of Student Teaching Process *(For Mentor Teachers to Use)*

The cooperating teacher should complete the evaluation of the student teaching process at the end of the placement. This form will be emailed directly to Leslie Silkworth, lsilkwor@gmu.edu, and not submitted to Blackboard.

FORMS FOR ON-SITE SUPERVISORS

Appendix OS – 1: Summary of Placement, Supervisors, Hours, and Final Grade *(For On Site Supervisors to Use)*

The cooperating teacher will complete this form at the end of the student's placement, in conjunction with the on-site supervisor, if appropriate. The form will then be scanned and uploaded onto Blackboard by the student.

Appendix OS – 2: On-Site Supervisor's Evaluation of Student Teaching Process *(For On Site Supervisors to Use)*

The on-site supervisor should complete the evaluation of the student teaching process at the end of the placement. This form will be emailed directly to Leslie Silkworth, lsilkwor@gmu.edu, and not submitted to Blackboard.
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FORMAL OBSERVATION FORMS FOR COOPERATING AND ON SITE SUPERVISORS

Appendix Elementary: Student Teaching Evaluation Form for Elementary Education Students *(For Mentor Teachers and On Site Supervisors to Use)*

This is the official observation and feedback form for elementary education students. This form is to be used by the cooperating teacher and on-site supervisor should use for the **formal observations** (when the lessons officially observed) **AND** at the end of the teacher candidate's independent teaching. You will therefore have six total throughout the teaching placement: two formal observations in the initial placement, two formal observations in the second placement, a final evaluation at the end of your first placement, and a final evaluation at the end of your second placement. For the formal observations, only the specific lesson being observed should be considered in marking the form; for the final evaluation, the whole of the teacher candidate's experiences should be considered.

Appendix ESL: Student Teaching Evaluation Form for ESL Education Students *(For Mentor Teachers and On Site Supervisors to Use)*

This is the official observation and feedback form for ESL education students. This form is to be used by the cooperating teacher and on-site supervisor should use for the **formal observations** (when the lessons officially observed) **AND** at the end of the teacher candidate's independent teaching. You will therefore have five/six total throughout the teaching placement: two formal observations in the initial placement, two formal observations in the second placement, a final evaluation at the end of your first placement, and a final evaluation at the end of your second

placement. For the formal observations, only the specific lesson being observed should be considered in marking the form; for the final evaluation, the whole of the teacher candidate's experiences should be considered.

The remainder of the appendices provides sample forms for your use.

Professional Goals Plan Template

Goal Description	Why the goal was chosen?	How will you strive to achieve this goal?	What assistance do you think would be helpful in moving you forward in achieving this goal?