

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

EDCI 790 Section 663
INTERNSHIP IN EDUCATION
Cambridge Primary Schools and U.S. Elementary Schools
(3 credits), Fall 2016

M-Th, School Placement Hours/Location
M-F, Cambridge (Visits follow School Placement Hours/Location)

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Prerequisites: Admission to Elementary Education graduate program; completion of licensure tests, endorsement requirements, and required coursework, and acceptance to the Cambridge Schools Experience.

University Catalog Course Description: Provides intensive supervised clinical experience for one full semester in an accredited professional development school. Teacher Candidates are supervised in a school placement setting that includes observations and seminar experiences.

Course Overview: Provides intensive supervised clinical experience during the fall semester. The clinical experience is comprised of two sub-placements: 12 weeks in an elementary school in the Mason Elementary PDS network and 4 weeks in primary schools in Cambridge, England. Teacher Candidates are supervised in a school placement setting through observations and seminar experiences. The course follows the scheduled in assigned elementary schools in the U.S. based on the public school calendar. Seminars meet bi-weekly in assigned schools. For a 4 week period, students will travel to Cambridge, England to observe and study school practices in Cambridge primary schools and compare educational practices across the two contexts.

Course Delivery Method:

U.S. Placement:

In this course, year-long Teacher Candidates learn to plan instruction, teach children in all subject areas, and assess student learning in elementary grade levels across the K-6 academic calendar year in their U.S. public schools placement. These experiences guide Teacher Candidates in preparing for their first teaching job and give them the tools to continue to inquire, reflect, and learn as part of their work as teachers.

Cambridge Schools Experience:

- The Cambridge Schools Experience is situated in the fall semester of the year-long internship and provides an opportunity for pre-service teachers from Mason to immerse themselves in primary schools in an international setting. The 4 week experience in

primary schools in Cambridge, England, will provide Mason pre-service teachers with an opportunity to compare and contrast UK and US instructional and management approaches in collaboration with host teachers at the school site.

- Mason pre-service teachers would begin the course in their placement in the US to gain experience starting the school year and to develop relationships with their mentor teacher and students in Virginia.
- Then, the Mason pre-service teachers would travel to Cambridge, England for approximately 4 weeks in mid-fall.
 - The Mason pre-service teachers will visit their assigned school site in Cambridge on Monday-Friday for the 4 week period. During their time in schools, they will observe educational practices, engage with teachers and head teachers, and participate in classroom activities. From time to time, Mason Teacher Candidates may volunteer to teach a lesson.
 - While in Cambridge, Mason pre-service teachers will participate in one evening seminar with their supervisor per week. The purpose of these seminars is to debrief school experiences, with a particular emphasis on making meaning of their new learning in an international context. Because the Mason students will also be enrolled in courses during this abroad experience, the seminars will also place an emphasis on their observations/experiences in an international setting as it relates to their course content. These seminar discussions will culminate in a collaborative project and presentation that the Mason pre-service teachers will present to faculty at Mason and in their U.S. internship site, as well as their cohort peers.
- Seminars during the U.S. portion of the semester will occur bi-weekly at elementary school sites and are conducted by university and/or clinical faculty members. These discussion seminars provide Teacher Candidates with the opportunity to explore characteristics of a classroom environment conducive to learning and to examine the roles of teachers and students in those environments. In their U.S. placements, Teacher Candidates are expected to observe instruction at various age levels, plan with individual clinical faculty and grade level teams, teach individual lessons and units, and finally, assume responsibility for all instruction and professional duties of the clinical faculty for a period of approximately 4 weeks in the spring placement.

Learner Outcomes

During the U.S. placement, this course will enable students to:

1. 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).
2. Understand how children learn and develop and provide learning opportunities that support children's intellectual, social, and personal development (Standard 2).
3. Understand how students differ in their approaches to learning and create instructional opportunities adapted to diverse learners (Standard 3).
4. Understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills (Standard 4).

5. 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).
6. 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).
7. Plan instruction based on knowledge of subject matter, students, the community, and curriculum goals (Standard 7).
8. Understand and use formal and informal assessment strategies to evaluate and ensure the intellectual, social, and physical development of the learner (Standard 8).
9. 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).
10. Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being (Standard 10).

In addition, during the Cambridge Schools Experience,

- Compare and contrast how children learn and develop in international contexts (Standard 2).
- Compare and contrast different approaches to learning, management, and instructional strategies across international contexts (Standard 3).
- 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).

Professional Standards:

[INTASC \(The Interstate Teacher Assessment & Support Consortium\):](#)

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts

and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

[ACEI/NCATE Program Standards for Elementary Teacher Preparation:](#)

- **Standard 1.0: Development, Learning, and Motivation**--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- **Standard 3.1: Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community
- **Standard 3.2: Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students
- **Standard 3.3: Development of critical thinking and problem solving**—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving
- **Standard 3.4: Active engagement in learning**—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments
- **Standard 4.0: Assessment for instruction**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that

will promote continuous intellectual, social, emotional, and physical development of each elementary student.

- **Standard 5.1: Professional growth, reflection, and evaluation**—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning

The Virginia State Teacher Education Licensure Regulations for Elementary Education:

- **Standard 1:** The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement.
- **Standard 2:** The use of appropriate methods, including direct instruction, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem solve.
- **Standard 3:** The ability to utilize effective classroom management skills through methods that will build responsibility and self-discipline and maintain a positive learning environment.
- **Standard 4:** A commitment to professional growth and development through reflection, collaboration, and continuous learning.
- **Standard 5:** The ability to use computer technology as a tool for teaching, learning, research, and communication

Virginia State Technology Standards for Instructional Personnel:

- **Standard A:** Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- **Standard B:** Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
- **Standard C:** Instructional personnel shall be able to apply computer productivity tools for professional use.
- **Standard D:** Instructional personnel shall be able to use electronic technologies to access and exchange information.

Required Texts:

- Virginia's *Standards of Learning for K-6* (<http://www.pen.k12.va.us>)

Some excellent optional resources:

- Charney, R.S. (2002). *Teaching children to care: Classroom management for ethical and academic growth, K-8*. Turner Falls, MA: Northeast Foundation for Children.
- Wood, C. (2007). *Yardsticks: Children in the classroom, ages 4-14*. Turner Falls, MA: Northeast Foundation for Children. (**NOTE—also used in EDUC 543**).

Course Performance Evaluation:

Students are expected to submit all assignments on time as designated in the assignment descriptions below.

Assignment and Evaluations:

The following assignments are intended to further your understanding of planning, teaching and assessing learning in an elementary school setting. Successful participation in each of these creates a holistic picture of performance and contributes to your final evaluation via the Teacher Candidate Assessment.

Teacher Candidate Assessment (100%) (TK20)

This assessment of the Teacher Candidate's performance is to be completed by the university facilitator, in collaboration with the advanced mentor teacher/mentor teacher and the Teacher Candidate. The items reflect the important standards and competencies expected of professional educators, and the rating scale reflects their movement toward achieving proficiency over the course of the internship. The Teacher Candidate's participation in activities A-L creates a holistic picture of performance and informs completion of the Teacher Candidate Assessment form. This form *may* be used to record the interim AND final ratings. All stakeholders will review the Teacher Candidate Assessment form and sign indicating their participation in the process.

- A rating of 3 indicates that the Teacher Candidate has achieved consistent proficiency in a particular skill or disposition. An average of 3 or higher across all areas (Grand Average) represents a passing grade for the FINAL PLACEMENT (typically Spring for all Teacher Candidates); first placement scores for year long interns are not expected to be an average of 3.
- Ratings of 1 or 2 indicate skills that require scaffolding and support on the part of the AMT/MT and UF in order for the Teacher Candidate to develop the appropriate level of expertise. Please include comments that indicate a plan to address these skills and dispositions.
- Ratings of 4 suggest that the Teacher Candidate's performance regarding a skill or disposition is exceptional. These ratings should be reserved for documentable excellence. Please include comments that indicate the ways in which the Intern has exceeded expectations.
- The interim or final grade is based on this profile, but may not be numerically correlated.

A. Observations of Teaching

B. Co-Teaching

C. Independent Teaching of Lessons

D. Collaborative Learning Team Task (*TK20—completed during Independent Teaching semester)

E. Assessment of Candidate Dispositions (*TK20—completed during Independent Teaching semester)

F. Use of Video/Edthena

G. Attendance and Professionalism

H. Formal Documentation of Progress

- a. **Midpoint continuum (AMT/MT and Teacher Candidate) and conference (AMT/MT , Teacher Candidate, and university facilitator)**
- b. **End of semester continuum (AMT/MT and Teacher Candidate) and conference (AMT/MT , Teacher Candidate, and university facilitator)**
- I. Virginia State Teacher Licensing Requirements**
- J. Seminars**
- K. Pre-post departure meetings**
- L. Summative project from Cambridge shared with cohorts/faculty upon return**

A. Observations of Teaching

During the **fall semester**, the Advanced Mentor Teacher will conduct at least four formal observations and university facilitator will conduct at least two formal observations of the Teacher Candidate’s teaching during each placement. In the spring semester, two of the four observations by the Advanced Mentor Teacher and one of the two observations by the University Facilitator are/is conducted prior to independent teaching. Final observations in the spring semester are conducted during independent teaching. In the case that a Teacher Candidate is placed with a Mentor Teacher, the Mentor Teacher will conduct at least two formal observations and University Facilitators will conduct at least four formal observations of the Teacher Candidate’s teaching during each placement.

B. Co-Teaching

Co-Teaching occurs during both of the placements. The Advanced Mentor Teacher/Mentor Teacher and the Teacher Candidate will co-plan specific experiences to be completed during the co-teaching period. The Advanced Mentor Teacher/Mentor Teacher and the Teacher Candidate will complete a weekly plan for co-teaching for each week of the semester.

C. Lesson Instruction—Fall Semester

Teacher Candidates are required to teach independently planned lessons during their fall semester internship. Teacher Candidates, in cooperation with their university facilitator, will independently teach a series of lessons in specific content areas and/or for a series of days across a predetermined time frame (one full day-two full weeks) prior to the end of the first semester of the school year. This decision will be made jointly by the University Facilitator and Advanced Mentor Teacher/Mentor Teacher, based on each Teacher Candidate’s readiness.

Any time the Teacher Candidate is not co-teaching or teaching their lessons, activities should be planned with their Advanced Mentor Teacher/Mentor Teacher, (e.g., observations, small group instruction, student activities, parent conferences, or working with resource teachers). Forms developed by experienced teachers to structure reflection on observations and to encourage a variety of experiences during the internship can be found in the Internship Handbook (must be confirmed with Advanced Mentor Teacher/Mentor Teacher and Site Facilitator).

Lesson plans should be provided to the Advanced Mentor Teacher/Mentor Teacher **a minimum of 48 hours** prior to instruction.

Independent Teaching (IT)-Spring Semester

Prior to independent teaching, Teacher Candidates are required to prepare a 4-week overview for the instructional content of the independent teaching (IT) period, and the lesson plans for Week 1 of

independent teaching according to the lesson plan format found in the Internship Handbook. Teacher Candidates are NOT permitted to begin independent teaching until these materials are prepared.

During independent teaching, Teacher Candidates assume responsibility for all instruction and professional duties of the Advanced Mentor Teacher/Mentor Teacher for a period of approximately 4 weeks. Teacher Candidates are required to prepare lesson plans according to the lesson plan format found in the PDS Form Guidebook.

NOTE: Substitute Teaching

Semester-Long Teacher Candidates are not allowed to substitute teach during the internship. Year long Teacher Candidates are allowed to substitute on a scaffolded schedule. Please see internship handbook for additional details.

D. Collaborative Learning Team Task (TK20-Independent Teaching Semester)

To complete this task the Teacher Candidate 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. With the learning team, the Teacher Candidate will consider assessment results and make responsive instructional decisions that promote an individual student's or a group of students' learning. The Teacher Candidate will 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.

E. Assessment of Candidate Dispositions (TK20-Independent Teaching Semester)

Dispositions reflect one's attitudes and deeply held beliefs. They can be positive (e.g., committed) or negative (e.g., apathetic). Dispositions are not directly "visible," but are inferred from one's actions. Throughout a candidate's program of study at George Mason, s/he should demonstrate behaviors that reflect positive dispositions befitting a professional. In the final internship, a link through TK20 will be provided for candidates to self-assess their dispositions. In addition, Advanced Mentor Teacher/Mentor Teacher will also assess the Teacher Candidate's dispositions using a survey monkey link.

F. Use of Video/Edthena

All Teacher Candidates will use video for the purposes of enhancing their professional development across the year-long internship. The minimum expectations for use are outlined below. Your support team (University Facilitator, Advanced Mentor Teacher/Mentor Teacher, School Principal) will work collaboratively with you to provide expectations for additional use. **It is imperative that you collect video evidence regularly as requested by your university facilitator.**

Fall Semester/Spring Semester

- Prior to internship:
 - Work with your university facilitator to set up group configurations for your Edthena use
- Week 1:

- Teacher Candidates will complete a video walkthrough of the classroom. This 2-3 minute video clip should highlight the layout of the classroom and provide a rationale for the decisions made in the classroom design.
- This video should be uploaded to Edthena and shared in a group with the other Teacher Candidates in your site and your University Facilitator. You will use the commenting tools to review the videos of your peers and make connections, ask questions, etc...
- Week 2:
 - Determine the children who do not have signed media releases in your classroom. Submit this list to your University Facilitator. These children will not be able to be in any of your videos.
- Weeks 3-16
 - Work with your University Facilitator, your Advanced Mentor Teacher/Mentor Teacher and your peers to determine a plan for recording instruction, providing feedback, and reflecting on your growth.
 - The **MINIMUM** expectation is that you will submit one video clip every other week to your Advanced Mentor Teacher/Mentor Teacher and your University Facilitator. This clip should be **3-5 minutes** in length and should be directly connected to the goals and on-going feedback you are receiving on your instruction

Relationship of Teacher Candidate Outcomes to Specific Course Assignments

Student Outcomes	Course Assignments
Outcome 1	B, C, D, E, H
Outcome 2	A, B, C, D, E, F, H, I, J, K, L
Outcome 3	A, B, C, D, E, F, H, I, J, K, L
Outcome 4	A, B, C, D, E, F, H, I, J, K, L
Outcome 5	A, B, C, D, E, F, H, I, J, K, L
Outcome 6	A, B, C, D, E, F, H, I, J, K, L
Outcome 7	A, B, C, D, E, F, H, I, J, K, L
Outcome 8	A, B, C, D, E, F, H, I, J, K, L
Outcome 9	A, B, C, D, E, F, H, I, J, K, L
Outcome 10	A, B, C, D, E, F, H, I, J, K, L

Key: Where A, B, C, etc. = course assignments listed above.

Other Requirements:

G. Attendance and Professionalism

Teacher Candidates are expected to meet professional standards in every respect including personal appearance and behavior. Although accommodations are made for emergencies, outside commitments to family or an employer are no excuse for failing to fulfill all teaching duties and responsibilities. Because Teacher Candidates are not employees of the school division, they are not entitled to sick or annual leave; however, one day has been allocated in each semester for emergencies. Teacher Candidates must familiarize themselves with the Faculty Handbooks for their respective school systems and should check with the Principal on school procedures regarding school calendar, school hours, absence from school/tardiness, leaving school during the school day, dress, confidentiality, social media use, child abuse, and substance abuse.

George Mason University has a contractual agreement with each of the participating school divisions. School divisions have the right to request a Teacher Candidate be removed from their assigned location at any time.

H. Formal Documentation of Progress

During the semester Teacher Candidates are responsible for (a) organizing binders for lesson plans and for evaluation forms etc., and for (b) completing a variety of forms to document their progress (see internship handbook). In addition, at the midpoint of the internship, and again at the final internship conference, the Advanced Mentor Teacher/Mentor Teacher and the Teacher Candidate will complete the Teacher Candidate Assessment continuum. This will be used to document progress in regards to the InTASC standards and will guide the conversations at these two progress checkpoints. The University Facilitator will use this documentation and these conferences to guide completion of the Teacher Candidate Assessment form at the final conference.

I. Virginia State Teacher Licensing Requirements

CARI Certificate

Teacher candidates are required to document their completion of the *Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators* training. The course is available at no cost at:

http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html

Praxis II

Teacher Candidates are required to take the Praxis II Assessment prior to the start of their internship and will need it for a Virginia State Teaching License.

RVE- Reading for Virginia Educators

Teacher Candidates are required to take the RVE prior to the start of internship and will need it for licensure. For more information, visit

<https://www.ets.org/praxis/prepare/materials/5306> .

VCLA-Virginia Communication and Literacy Assessment

The VCLA is required for initial licensure and must be taken prior to start of internship. For more information on the test and how to register, please visit <http://www.vcla.nesinc.com/>

J. Seminars

Teacher Candidates are expected to attend all seminar meetings. These seminars will focus on topics of relevance that emerge throughout the semester.

K. Pre and post departure meetings

Teacher Candidates are expected to attend all pre and post departure meetings. These meetings will share essential information on trip logistics and the nature of the curriculum/experience in British schools.

L. Summative project from Cambridge

Teacher Candidates will complete a project based on their Cambridge experiences and share these projects with their cohort peers upon return to the US. This project will include, but is not limited to, a School/Community Mapping activity, sample lessons, a comparison of the contexts, and content connections in literacy, mathematics, and science. The format and specifics of the assignment will be designed collaboratively.

Note: UFs reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.

Course Performance Evaluation Weighting

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Percentage</i>	<i>Due Date</i>
A-L	<ul style="list-style-type: none"> • Observations of Teaching • Co-Teaching • Independent Teaching of Lessons • Collaborative Learning Team Task (*TK20—completed during Independent Teaching semester) • Assessment of Candidate Dispositions (*TK20—completed during Independent Teaching semester) • Use of Video/Edthena • Attendance and Professionalism • Formal Documentation of Progress <ul style="list-style-type: none"> ○ Midpoint continuum (AMT/MT and Teacher Candidate) and conference (AMT/MT , Teacher Candidate, and university facilitator) 	<u>100 %</u>	October 21st December 9th

	<ul style="list-style-type: none"> ○ End of semester continuum (AMT/MT and Teacher Candidate) and conference (AMT/MT , Teacher Candidate, and university facilitator) ● Virginia State Teacher Licensing Requirements ● Seminars ● Pre/post departure seminars ● Summative project 		
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*Designated performance-based assessment

Grading Policies

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

- A. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress) in accordance with GMU policy for internships and GSE policy for internships.
 1. Grades of *S (Satisfactory)* performance by an Teacher Candidate in Elementary Education will be documented on the Evaluation Profile, and/or in letters of recommendation prepared by the Advanced Mentor Teacher /Mentor Teacher and University Facilitator.
 2. A graduate Teacher Candidate who receives a *NC (No Credit)* grade will not be recommended for teacher licensure unless he/she repeats all or part of the internship with satisfactory performance. This may require enrolling and paying tuition for additional credit hours in a subsequent semester, or paying a fee for extended supervision.
 3. The Advanced Mentor Teacher/Mentor Teacher(s) and the University Facilitator shall determine the interim and final grades jointly after consultation. If they cannot agree, the Coordinator of Elementary Education in consultation with the Associate Dean of Academic and Student Affairs may be consulted to determine the grade based on a review of the documentation and, if necessary, observation of the Teacher Candidate's performance.
 4. In some cases, a grade of No Credit may be accompanied by a recommendation that the student not be allowed to repeat the internship. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.
 5. The final grade will not be processed until the Summary of Internship Days of Supervised School-Based Teaching and Final Grade is complete and in the licensure office.

6. Teacher Candidates are responsible for documenting all requirements and materials for licensure.
7. Teacher Candidates are responsible for taking all tests required by the state and submitting the results to the licensure office prior to application for licensure.

TK20/Performance-Based Assessment(s) Submission Requirement

Every student registered for any Elementary Education course with a required TK20 performance-based assessment (designated as such in the syllabus) must submit this/these assessment(s) (**Teacher Candidate Assessment-FALL/SPRING, Assessment of Candidate Dispositions-SPRING and Collaborative Learning Team Activity-SPRING**) to TK20 through 'Assessments' in Blackboard. Failure to submit the assessment(s) to TK20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TK20 submission, the IN will convert to an F nine weeks into the following semester.

Professional Dispositions:

Students are expected to exhibit professional behaviors and dispositions at all times (See Elementary Education Program Handbook).

Core Values Commitment:

Core Values Commitment

collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

The College of

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason 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 Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- 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/>).
- 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/>).
- The 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/>.**

CLASS SCHEDULE

*Faculty reserves the right to alter the schedule as necessary with notification to students.

**Please see Internship Handbook, Internship Guidebook, and Internship Calendar*

Assessment Rubrics
Performance Based Assessment: Collaborative Learning Team Assessment
EDCI 790 Internship

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
- 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 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 can include: agenda, minutes, reflections, etc.)
- **Part 2. Assessment and Instruction**
 - **Documentation of initial assessment results and responsive instructional decisions.** (Documentation will include the initial results from the assessment and the specific instructional decisions made in response to 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 the detailed lesson plan(s) or revision with 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 describe an alignment of objectives, assessment outcomes and instructional strategies used.)

Evaluation:

1. The Advanced Mentor Teacher/Mentor Teacher completes **Collaborative Learning Task Rubric** in collaboration with the Teacher Candidate
2. The Teacher Candidate uploads the **Collaborative Learning Task** into TK20
3. The University Facilitator enters evaluation scores into TK20

**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 <i>List artifacts attached to this template:</i>		
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. <i>Briefly describe the content of the lesson and specific strategies and management techniques used for this lesson.</i>		
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)

Scoring Rubric
EDCI 790 Performance Based Assessment/ CEHD Common Assessment
Collaborative Learning Team Task Rubric

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Part 1. Collaboration				
<p>The candidate works with school professionals to plan and facilitate learning to meet diverse needs of learners.</p> <p><i>InTASC 10(b)</i> <i>ACEI 5.2</i> <i>CAEP 5b</i></p>	<p>The candidate does not provide evidence of effectively collaboration with school professionals to plan and/or jointly facilitate learning to meet diverse needs of learners.</p>	<p>The candidate 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.</p>	<p>The candidate provides evidence that he/she collaborates with school professionals to effectively plan and jointly facilitate learning to meet diverse needs of learners but did not take advantage of all opportunities.</p>	<p>The candidate 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.</p>
<p>The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p> <p><i>InTASC 10(f)</i> <i>ACEI 5.2</i> <i>CAEP 5b</i></p>	<p>The candidate does not provide evidence of collaboration with school professionals to engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she only occasionally or less than effectively collaborates with school professionals to engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she effectively collaborates with school professionals to effectively and jointly engage in professional learning that advances practice.</p>	<p>The candidate 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.</p>
Part 2. Assessments and Instruction				
<p>Independently and in</p>	<p>The candidate does not show</p>	<p>The candidate independently or</p>	<p>The candidate independently</p>	<p>The candidate independently</p>

<p>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.</p> <p><i>InTASC 9(c)</i> <i>ACEI 4.0</i> <i>CAEP 3a</i></p>	<p>evidence of collaboration with colleagues in the use of data to evaluate outcomes of teaching and learning or to adapt planning and practice.</p>	<p>in collaboration with colleagues uses data to evaluate outcomes of teaching and learning but inaccurately or ineffectively adapts planning and practice.</p>	<p>and in collaboration with colleagues uses data to effectively evaluate outcomes of teaching and learning and adapts planning and practice.</p>	<p>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.</p>
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Part 3. Lesson Plan

<p>The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p> <p><i>InTASC 7(j)</i> <i>ACEI 3.1</i> <i>CAEP 3d</i></p>	<p>The candidate exhibits a limited or no understanding of the strengths and needs of individual learners nor how to plan instruction that is responsive to strengths and needs.</p>	<p>The candidate exhibits a limited understanding of the strengths and needs of individual learners and/or how to plan instruction that is responsive to these strengths and needs.</p>	<p>The candidate exhibits an understanding the strengths and needs of individual learners and how to plan effective instruction that is responsive to these strengths and needs.</p>	<p>The candidate exhibits a deep understanding the strengths and needs of diverse learners and how to plan effective instruction that is responsive to these strengths and needs.</p>
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<p>The candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</p> <p><i>InTASC 6(a)</i> <i>ACEI 4.0</i> <i>CAEP 3b</i></p>	<p>The candidate does not provide evidence of the use of formative and summative assessment as appropriate to support, verify, and document learning.</p>	<p>The candidate provides limited evidence of the use of formative and/or summative assessment as appropriate to support, verify, and document learning.</p>	<p>The candidate provides adequate evidence of the balanced use of formative and summative assessment as appropriate to support, verify, and document learning.</p>	<p>The candidate provides extensive evidence of the balanced use of multiple formative and summative assessments as appropriate to support, verify, and document learning.</p>
<p>The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p><i>InTASC 6(b)</i> <i>ACEI 4.0</i> <i>CAEP 3a</i></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

<p>The candidate works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.</p> <p><i>InTASC 6(c)</i> <i>ACEI 5.2</i> <i>CAEP 3a</i></p>	<p>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.</p>	<p>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.</p>	<p>The candidate works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.</p>	<p>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.</p>
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Part 4 Teaching Action Plan

<p>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.</p> <p><i>InTASC 9(e)</i> <i>ACEI 5.1</i> <i>CAEP 5c</i></p>	<p>The candidate 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.</p>	<p>The candidate 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.</p>	<p>The candidate 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.</p>	<p>The candidate 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.</p>
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<p>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.</p> <p><i>InTASC 10(a)</i> <i>ACEI 5.2</i> <i>CAEP 5b</i></p>	<p>The candidate 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.</p>	<p>The candidate 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.</p>	<p>The candidate 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.</p>	<p>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 diverse learning needs.</p>
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TEACHER CANDIDATE ASSESSMENT
George Mason University College of Education and Human Development
Elementary Education Program
EDCI 790: Internship in Elementary Education

This rubric describes the clinical experience performance standards in the College of Education and Human Development at George Mason University for elementary education candidates wishing to earn a recommendation for licensure in teaching.

Requirements for Internship and Licensure:

In order to earn a recommendation for licensure, a candidate must do all of the following:

- complete the entire clinical experience,
- achieve an average overall rating of at least **3.0**
- earn a minimum rating of at least **2.0** for each individual standard or criteria

Submission/Assessment Directions

1. University Facilitator completes **Teacher Candidate Assessment** in collaboration with and advanced mentor teacher/mentor teacher
2. Teacher Candidate uploads final **Teacher Candidate Assessment** into TK20
3. University Facilitator enters evaluation scores into TK20

Rubric Rating and Description Guide

Rating	Description
NA	Not applicable The candidate's performance in this area is not applicable or not able to be evaluated.
1	Does not meet expectations The candidate exhibits little, or irrelevant, evidence of meeting the standard for planning, teaching, and student learning.
2	Approaches expectations The candidate exhibits insufficient evidence of performance in relation to essential knowledge, skills, dispositions required by the standard. Pro evidence of attainment but does not yet meet minimum expectations for planning, teaching, and student learning.
3	Meets expectations The candidate exhibits performance that meets the standard in essential knowledge, skills and dispositions. Provides evidence of sound work, usually with multiple examples of achievement which substantially meet basic expectations for planning, teaching, and student learning.
4	Exceeds expectations The candidate exhibits mastery of the knowledge, skills and dispositions required by the standard. Achieves an exceptional level of performance in relation to expectations of the program and generally provides multiple examples of excellence in performance for planning, teaching, and student learning.

Candidate _____ Date _____

FINAL

School: _____ Grade/Content: _____

Semester/Year _____

1. LEARNER DEVELOPMENT (InTASC1) (ISTE NETS-T1) The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences that include the use of technology.	1	2	3	4	NA	COMMENTS	
A. Assesses individual and group performance to design and modify instruction to meet learners' developmental needs. (ACEI 4)							
B. Creates developmentally appropriate instruction that enables learners to advance and accelerate their learning. (ACEI 3.1)							
C. Collaborates with families, communities, colleagues, and other professionals to promote learner growth and development, using face to face and virtual technology. (ACEI 5.2)							
	Points earned for this standard						Average for this standard (divide total by 3)

2. LEARNING DIFFERENCES (InTASC 2) The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.	1	2	3	4	NA	COMMENTS	
A. Designs, adapts, and delivers instruction to address each student's particular learning strengths. (ACEI 3.2)							
B. Works with students' Individual Education Plans; makes appropriate accommodations or modifications to learning goals or lesson plans based on student's assessment data and identified special educational needs. (ACEI 3.2)							
C. Demonstrates knowledge of and follows all legal processes and other applicable laws, regulations, statutes, and rules that apply to students with special needs. (ACEI 3.2)							
D. Designs instruction to build on learners' prior knowledge and experiences. (ACEI 3.1)							
E. Incorporates theories and tools of second language development and acquisition into planning and instruction, including strategies for making content accessible to English language learners to evaluate and support their development of English proficiency. (ACEI 3.2)							
F. Demonstrates knowledge of all legal processes, applicable laws, regulations, statutes, and rules regarding identification, placement, and instruction of English language learners. (ACEI 3.2)							
G. Accesses resources and special services to meet learning differences or needs. (ACEI 5.2)							
	Points earned for this standard						Average for this standard (divide total by 6)

3. LEARNING ENVIRONMENTS (InTASC 3) (ISTE NETS-T 2) The candidate works with others to create face-to-face and virtual environments that support	1	2	3	4	NA	COMMENTS

individual and social interaction, active engagement in learning, and self-motivation.	co							
A. Collaborates with learners, families, and colleagues to promote a safe, positive, and respectful learning climate. (ACEI 3.5)								
B. Promotes collaboration between students as well as self-direction, development of shared values and respectful interactions, rigorous academic discussions, and responsibility for quality work. (ACEI 3.5)								
C. Manages the learning environment by organizing, allocating, and coordinating resources, time, and space. (ACEI 3.4)								
	1	2	3	4	NA	COMMENTS		
D. Collaborates with learners to evaluate and adjust the learning environment. (ACEI 3.5)								
E. Demonstrates respect for the cultural backgrounds and perspectives of learners. (ACEI 3.2)								
F. Applies effective interpersonal communication skills to build learners' capacity to collaborate. (ACEI 3.5)								
	Points earned for this standard						Average for this standard (divide total by 6)	

4. CONTENT KNOWLEDGE (InTASC 4) The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery. (See ACEI Supplement)	1	2	3	4	NA	COMMENTS		
A. Uses multiple representations and explanations of content.								
B. Encourages learners to understand, question, and analyze ideas from multiple perspectives.								
C. Guides learners to apply methods of inquiry, standards of evidence, and academic language unique to each content area.								
D. Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.								
E. Recognizes and corrects learner misconceptions in a discipline.								
F. Evaluates and modifies instructional resources and curricular materials for comprehensiveness, accuracy, and appropriateness.								
G. Uses supplemental resources and technology to ensure content accessibility, accuracy, and relevance to learners.								
	Points earned for this standard						Average for this standard (divide total by 6)	

5. CONTENT APPLICATION (InTASC 5) (ISTE NETS-T 1) The candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	1	2	3	4	NA	COMMENTS		
A. Applies content knowledge to real world problems through interdisciplinary projects.								
B. Facilitates learners' use of current technology tools and resources.								
C. Engages learners in questioning and challenging assumptions to foster learner innovation, problem solving, generation and evaluation of new ideas, and development of original work. (ACEI								

3.3)							
D. Develops learners' communication skills for varied audiences and purposes. (ACEI 3.5)							
E. Supports development of diverse social and cultural perspectives. (ACEI 3.2)							
F. Develops and supports learner literacy across content areas.							
	Points earned for this standard						Average for this standard (divide total by 6)

6. ASSESSMENT (InTASC 6) (ISTE NETS-T 3) The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	1	2	3	4	NA	COMMENTS	
A. Designs valid formative and summative assessments that match learning objectives. (ACEI 4.0)							
B. Uses multiple types of assessment data to document learning and develop instructional activities. (ACEI 4.0)							
C. Provides effective feedback to guide learner progress. (ACEI 4.0)							
D. Guides learners to assess their own thinking and learning, as well as the performance of others. (ACEI 4.0)							
E. Prepares all learners for multiple assessment formats and makes appropriate accommodations for learners with disabilities or language learning needs. (ACEI 4.0)							
F. Uses technology to support assessment. (ACEI 4.0)							
	Points earned for this standard						Average for this standard (divide total by 6)

7. PLANNING FOR INSTRUCTION (InTASC 7) (ISTE NETS-T 2) The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and benchmarks.	1	2	3	4	NA	COMMENTS
A. Creates relevant learning experiences aligned with curriculum goals, content standards, pedagogy, as well as knowledge of learners and the community context. (ACEI 3.1)						
B. Incorporates differentiated strategies, resources, and accommodations for individuals and groups to meet learning goals. (ACEI 3.2)						
C. Sequences learning experiences effectively. (ACEI 3.1)						
D. Plans multiple ways for learners to demonstrate knowledge and skills. (ACEI 3.2)						
E. Uses formative and summative assessment data, prior learner knowledge, and learner interest to plan instruction. (ACEI 4.0)						
F. Collaborates with professionals (special educators, language learning specialists, librarians, media/technology specialists) to design and deliver learning experiences to meet unique learning needs. (ACEI 5.2)						

G. Evaluates and adjusts plans to meet short and long range goals. (ACEI 4.0)						
	Points earned for this standard					Average for this standard (divide total by 7)

8. INSTRUCTIONAL STRATEGIES (InTASC 8) (ISTE NETS-T 1,2,3) The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge for individuals and groups.	1	2	3	4	NA	COMMENTS
A. Monitors student learning and uses appropriate strategies and resources to adapt instruction contemporary meaningful ways. (ACEI 3.2)						
B. Collaborates with learners to design and implement relevant learning experiences, identify strengths, and access resources to develop their areas of interest. (ACEI 3.2)						
C. Varies the teacher role in the instructional process (instructor, facilitator, coach, audience) to address content, teaching goals, or needs of learners. (ACEI 3.4)						
D. Provides multiple models and representations of concepts and skills to implement lesson plans effectively. (ACEI 3.2)						
E. Engages all learners in developing higher order questioning skills and metacognitive processes. (ACEI 3.3)						
F. Provides opportunities for learners to access, interpret, evaluate, and apply information. (ACEI 3.4)						
G. Uses multiple strategies to expand learner communication through speaking, listening, reading, writing, and technology. (ACEI 3.5)						
H. Asks questions to stimulate discussion for different purposes such as probing for understanding, articulation of ideas and thinking processes, and helping learners to question. (ACEI 3.5)						
I. Provides clear directions and explanations.						
	Points earned for this standard					Average for this standard (divide total by 9)

9. PROFESSIONAL LEARNING AND ETHICAL PRACTICE (InTASC 9) (ISTE NETS-T 4) The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.	1	2	3	4	NA	COMMENTS
A. Participates in ongoing learning opportunities to develop knowledge and skills to provide all learners with engaging curriculum and learning experiences based on local and state standards. (ACEI 5.1)						
B. Engages in professional development aligned with the needs of the teacher, learners, school, and system. (ACEI 5.1)						
C. Uses data and resources to evaluate the outcomes of teaching and learning to adapt planning and practice. (ACEI 5.1)						
D. Reflects on personal biases and accesses resources to deepen understanding of cultural, linguistic, ethnic, gender, and learning variations. (ACEI 5.1)						
E. Demonstrates integrity regarding professional ethics (judgment, confidentiality, and appropriate communication).						

(ACEI 5.1)							
F. Maintains professional appearance. (ACEI 5.1)							
G. Demonstrates professional demeanor (enthusiasm for teaching and learning, a caring and positive attitude, flexibility, initiative, reliability, and respect). (ACEI 5.1)							
H. Responds to constructive criticism and modifies practices accordingly. (ACEI 5.1)							
I. Uses professional, respectful, and grammatically correct language in oral and written communication. (ACEI 5.1)							
J. Advocates, models, and teaches safe, legal, and ethical use of digital information and technology, including copyright and intellectual property, information privacy (privacy of student data), appropriate documentation of sources, and respect for others in the use of social media. (ACEI 5.1)							
	Points earned for this standard			Average for this standard (divide total by 10)			

10. Leadership and Collaboration (InTASC 10) (ISTE NETS-T 5) The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with	1	2	3	4	NA	COMMENTS
A. Collaborates with colleagues to share responsibility for decision making and accountability for student learning. (ACEI 5.2)						
B. Works with other school professionals to plan and facilitate learning on how to meet the diverse needs of learners. (ACEI 5.2)						
C. Supports the mission and vision of the school. (ACEI 5.2)						
D. Works collaboratively with learners and families to establish mutual expectations and ongoing communication to support learner development and achievement. (ACEI 5.2)						
E. Engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. (ACEI 5.2)						
F. Uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. (ACEI 5.2)						
G. Advocates for learners, the school, the community, and the profession. (ACEI 5.2)						
	Points earned for this standard			Average for this standard (divide total by 7)		

11. ACEI Supplemental Assessment	1	2	3	4	NA	COMMENTS

<p>Reading, Writing, and Oral Language—ACEI 2.1</p> <ul style="list-style-type: none"> • Candidates demonstrate a high level of competence in use of English language arts and they know and understand concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas 						
<ul style="list-style-type: none"> • Candidates demonstrate a high level of competence in use of English language arts and they use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas 						
<p>Science— ACEI 2.2</p> <ul style="list-style-type: none"> • Candidates know and understand fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science 						
<ul style="list-style-type: none"> • Candidates use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science 						
<p>Mathematics—ACEI 2.3</p> <ul style="list-style-type: none"> • Candidates know and understand the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation 						
<ul style="list-style-type: none"> • Candidates use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation 						
<p>Social studies—ACEI 2.4</p> <ul style="list-style-type: none"> • Candidates know and understand the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world 						
<ul style="list-style-type: none"> • Candidates use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world 						
<p>The arts—ACEI 2.5</p> <ul style="list-style-type: none"> • Candidates know and understand—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students 						
<ul style="list-style-type: none"> • Candidates use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students 						

Health education—ACEI 2.6 <ul style="list-style-type: none"> Candidates know and understand the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health 						
<ul style="list-style-type: none"> Candidates use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health 						
Physical education—ACEI 2.7 <ul style="list-style-type: none"> Candidates know, understand human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students 						
<ul style="list-style-type: none"> Candidates use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students 						

Signature below indicates participation in the assessment process:

Teacher Candidate:

_____ Date: ____/____/____

Advanced Mentor Teacher/Mentor Teacher: _

_____ Date: ____/____/____

University Supervisor:

_____ Date: ____/____/____

TEACHER CANDIDATE ASSESSMENT SUMMARY AND SIGNATURE SHEET

George Mason University College of Education and Human Development Elementary Education Program
EDCI 790: Internship in Elementary Education

Name of candidate _____ Date _____ MIDTERM /
FINAL

FINAL CALCULATIONS AND EVALUATION SUMMARY

Standard	1	2	3	4	5	6	7	8	9	10	Total (add 1 – 10)
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Average
(transfer
from
above)

Overall Mean Rating (out of 4.0)

Add the mean for each standard and divide the total by **10** to determine the overall mean rating.

Candidate achieved overall minimum mean rating of 3.0 across all standards.

YES NO

Candidate achieved minimum rating of 2.0 for each measured standard.

YES NO

NOTES:

Additional Program Content:

Important Information for Licensure Completion

Beginning with Spring 2015 internships, all official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE
- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

Endorsements:

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline.

Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid:

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints:

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to beginning field hours and internship. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are strongly advised to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the field hours or internship.

Please Note: Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

Deadlines

Spring internship application:

- Traditional semester long internship: September 15

Fall internship application:

- Traditional semester long internship: February 15
- Year Long Internship: April 1 (All testing deadlines are August 1 immediately preceding the fall start; RVE deadline is December 1)

Additional Program Content:

Important Information for Licensure Completion

Beginning with Spring 2015 internships, all official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:

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- VCLA
- RVE

- Praxis II (Content Knowledge exam in your specific endorsement area)
For details, please check <http://cehd.gmu.edu/teacher/test/>

Endorsements:

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid:

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints:

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to beginning field hours and internship. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are strongly advised to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the field hours or internship.

Please Note: Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

Deadlines

Spring internship application:

- Traditional semester long internship: September 15

Fall internship application:

- Traditional semester long internship: February 15
- Year Long Internship: April 1 (All testing deadlines are August 1 immediately preceding the fall start; RVE deadline is December 1)