Teaching Culturally, Linguistically Diverse & Exceptional Learners Program

EDCI 790: 6F2
International Education Student Teaching – ESL
6 Credits
Spring 2018
CRN: 21536

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Meeting Dates: January 22 – May 16, 2018
Meeting Time: online
Meeting Location: online

UNIVERSITY CATALOG 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/CO-REQUISITES:

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
4. Completion of all endorsement hours

COURSE 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 January 12, 2018 by 10 pm EST.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

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. Students in the ESL program spend half of the semester at the elementary level and half at the middle/secondary level. This means there is a seven-week placement for each grade and a week transition/preparation in between placements. Other ESL teacher candidates are in on the job (OTJ) placements and spend the entire 14-week placement in one school. Depending on the level where OTJ students are working (either elementary or middle/secondary), they will be required to complete fieldwork hours at the alternative level. More details will be provided about the fieldwork later in the syllabus.

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 **Mondays**, and **finish** on **Sundays**. **Please note: This may deviate from your school's week depending where you are.**
- **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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **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**: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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/Edge 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: TESOL Standards, InTASC (Interstate Teacher Assessment and Support Consortium) Standards and CAEP (Council for the Accreditation of Educator Preparation) 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

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

REQUIRED 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 mentor 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.

Tk20 Performance-Based Assessment Submission Requirement:
Every student registered for any TCLDEL course <u>with a required performance-based assessment</u> is required to submit the following assessments: InTASC Common Internship Evaluation, the Observer Disposition, and the EDCI 790 Internship Evaluation to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to a NC nine weeks into the following semester.

HONOR CODE & INTEGRITY OF WORK

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (https://catalog.gmu.edu/policies/honor-code-system/). 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.

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.***

INCOMPLETE (IN):

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member

does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

COURSE WITHDRAWAL WITH DEAN APPROVAL:
For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor* in APTDIE to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

PROFESSIONAL DISPOSITIONS:

Students are expected to exhibit professional behaviors and dispositions at all times.
See https://cehd.gmu.edu/students/polices-procedures/undergraduate#profdisp

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/]

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 generally within 24 hours unless noted by an out of office message.

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

Red = Items that need to be uploaded by students with two placements only (student teaching)

Purple = Items that need to be uploaded by students with one placement only (on the job internship)

Green = Important notes for everyone

Weekly Schedule	Assignment
WEEK 1 January 22 – January 28	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 January 29 - February 4	• Submit first Bi-Weekly Progress Report (Form ST-2 in Teacher Candidate Manual)
WEEK 3 February 5 - February 11	Blog Topic 2: Discuss challenges you have experienced in your teaching placement thus far. • Submit Professional and Career Goal Plan
WEEK 4 February 12 - February 18	• Submit second Bi-Weekly Progress Report (Form ST-2) • Submit first Log of Hours (Form ST-1) • **Submit InTASC Internship Evaluation Form – Midterm (Use Appendix CEHD)**
WEEK 5 February 19 - February 25	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 February 26 - March 4	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 March 5 - March 11	• Submit second set of video clips and reflections • Submit Teacher Evaluation Form – Observation 2 (Appendix ESL) • Complete evaluation from Educator Preparation Office (Information will be provided by professor.) • **Submit On-Site Supervisor's Evaluation of Student Teaching Process to Leslie (Appendix OS-1)**
WEEK 8 March 12 - March 18	• Submit second Log of Hours (Form ST-1) • **Submit InTASC Internship Evaluation Form – Final (Appendix CEHD)** • **Submit Summary of Placement, Supervisors, Hours, and Final Grade (Appendix MT-2)**
WEEK 9 March 19 - March 25	Blog Topic 5: How have you grown as a teacher so far in these 8 weeks? • **Submit InTASC Internship Evaluation Form – Midterm (Appendix CEHD)** **Review syllabus and deadlines with cooperating teacher.**
WEEK 10 March 26 - April 1	• Submit fourth Bi-Weekly Progress Report (Form ST-2).
WEEK 11 April 2 - April 8	Blog Topic 6: Describe a lesson you taught that didn't go as well as you thought it should have and reflect on that experience. What would you change for next time? • **Submit third set of video clips and reflections** • **Submit Teacher Evaluation Form – Observation 3 (Appendix ESL)**
WEEK 12 April 9 - April 15	• Submit fifth Bi-Weekly Progress Report (Form ST-2) • Submit third Log of Hours (Form ST-1) • **Submit InTASC Internship Evaluation Form – Midterm (Appendix CEHD)**
WEEK 13 April 16 - April 22	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 April 23 - April 29	• 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 On-Site Supervisor's Evaluation of Student Teaching Process **to Leslie** (Appendix OS-2) • **Complete evaluation from Educator Preparation Office for second placement (Information will be provided by professor.)** • Submit Fieldwork Observations (on Bb)
WEEK 15 April 30 - May 6	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 InTASC Internship Evaluation Form – Final (Appendix CEHD) • Submit Summary of Placement, Supervisors, Hours, and Final Grade (Appendix MT-2) • Submit Common InTASC Internship Evaluation to Tk20 (Use InTASC Internship Evaluation Form – Final) • Submit EDCI 790 TCLDEL ESL Internship Evaluation to Tk20 (Use Final Observation) • Submit Disposition Assessment to Tk20 (Appendix MT-3)

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 **January 28**.

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 blog 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 Monday and ending on Sunday midnight (EST). The first blog will be due by January 28.**

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 **February 11** and a final professional goal plan and reflection on **April 22**.

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?

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 mentor 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 **February 18, March 18, April 8,** and **May 6**.

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 mentor 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 **February 4, February 18, March 4, April 1, April 15,** and **April 29**.

7. Formal Observations

Teacher candidates *with two placements* must be observed at least **4** times during their placements by both the Mentor Teacher and the On-Site Supervisor; **2** times in the first placement and **2** times in the second placement. The evaluation form for ESL teacher candidates is provided in the Student Teaching Handbook under "Appendix ESL".

Observations are due on **February 25, March 11, April 8,** and **April 29.**

Teacher candidates *who are in an on the job placement (OTJ)* must be observed at least **2** times during their placements by both the Mentor Teacher and the On-Site Supervisor. The evaluation form for ESL teacher candidates is provided in the Student Teaching Handbook under "Appendix ESL".

Observations are due on **March 11** and **April 29** for on-the-job candidates.

8. Classroom Videos and Reflections

Teacher candidates *with two placements* should video record a lesson **4** times, **2** times during the first placement and **2** 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 **February 25, March 11, April 8,** and **April 29.**

Teacher candidates *who are in an on the job placement (OTJ)* should record a lesson **2** times during the semester. The videos should correspond to the formal observations as noted above. After recording, the teacher candidate should review the video and locate four segments of approximately five minutes each per the same directions as set forth for those teacher candidates with two

placements. 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 from the clip. The four clips and not the entire video should be uploaded into Blackboard according to the due date.

Classroom videos and reflections for on-the-job teacher candidates are due on **March 11** and **April 29**.

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

At the end of each placement, the mentor 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 on-the-job placements.

The Summary of Placement, Supervisors, Hours, and Final Grade form is due from candidates with two placements on **March 18** and **May 6**.

The Summary of Placement, Supervisors, Hours, and Final Grade form is due from on-the-job teacher candidates on **May 6**.

10. InTASC Internship Evaluation Form (ELEM and ESL)

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. This form is also being used for the Common InTASC Internship Evaluation and students should submit their final InTASC Internship Evaluation Form for this assessment as directed under the Assessments tab in Blackboard. Further directions will be provided by the instructor. Students should use the Appendix CEHD Form.

The InTASC Internship Evaluation Form is due from candidates with two placements on **February 18, March 18, April 15,** and **May 6**. The InTASC Internship Evaluation Form is due from on-the-job candidates (OTJ) on **March 25** and **May 6**.

11. Fieldwork Observation Form

On-the-job teacher candidates will be required to complete 20 hours of observations at the opposite level of where they are currently working. A log of observation hours will need to be submitted to Blackboard. The log will be available on Bb. Please ask the instructor if you have any questions about the level you must observe.

The fieldwork observation form is due on **April 29.**

12. InTASC Internship Evaluation (Tk20)

For EDCI 790, there are three assignments you will need to complete for Tk20 – the InTASC Common Internship Evaluation, the TCLDL Observer Disposition, and the EDCI 790 ESL Internship Evaluation (please see below).

These assessments are related to the College of Education and Human Development and their use of Tk20. For each CEHD course, assignments are being collected for program accreditation and analysis.

For the InTASC Common Internship Evaluation, there is no additional work for you to complete but you do need to upload your final InTASC Internship Evaluation Form under the Assessment tab in Blackboard. This assignment is due on **May 6**. Additional information will be provided in Blackboard.

13. TCLDL Observer Disposition (Tk20)

This assessment is done cooperatively by you and your mentor teacher. The form is provided in the Teacher Candidate Handbook (Appendix MT-3) and evaluates the dispositions of the College of Education and Human Development. This assignment is due on **May 6**.

14. EDCI 790 ESL 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 **May 6**. Additional information will be provided in Blackboard.

For traditional student teaching candidates, this is Observation 4 and for OTJ candidates, this is Observation 2.

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APPENDIX

PLACEMENT PAPERWORK

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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**. The most widely used forms are listed below. **PLEASE note, some of the forms are compilation forms, meaning that you and your mentor teacher – or the mentor 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 mentor 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 mentor teacher for completion of sections 2 and 3, and then submits it to Blackboard.

FORMS FOR MENTOR TEACHERS

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

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

Appendix MT – 2: Summary of Placement, Supervisors, Hours, and Final Grade *(For Mentor Teachers to Use)*

The mentor 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 MT – 3: Dispositions Assessment *(For Mentor Teachers to Use)*

The mentor teacher should complete the dispositions evaluation of the student at the end of the semester. The form will then be scanned and uploaded into Tk20 by the student.

FORMS FOR ON-SITE SUPERVISORS

Appendix OS – 1: 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.

FORMAL OBSERVATION FORMS FOR MENTOR AND ON SITE SUPERVISORS

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 mentor 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.

Appendix CEHD: InTASC Internship Evaluation Form *(For Mentor Teachers to Use)*

This evaluation assesses pedagogical and technology standards. This for is to be used for both ESL and Elementary teacher candidates at mid-point and at the end of each placement. The rubric also allows for the evaluator to provide evidence and detail for descriptors. The form is scanned and uploaded into Blackboard by the student, but the final assessment is also uploaded into Tk20. In Tk20, this form is called the Common InTASC Internship Evaluation.

GMU Policies and Resources for Students

Policies

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

- Students must follow the university policy for Responsible Use of Computing (see
  http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason
  email account and are required to activate their account and check it regularly. All
  communication from the university, college, school, and program will be sent to students
  solely through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with
  George Mason University Disability Services. Approved accommodations will begin at the
  time the written letter from Disability Services is received by the instructor (see
  http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be
  silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or
  https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should
  be directed to http://coursessupport.gmu.edu/.

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

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