

George Mason University
College of Education and Human Development
Elementary Education

EDCI 790 Section SAI
Internship in Education
Cambridge Schools Experience

3 credits/Fall 2018

M-Th, School Placement Hours and Location

M-F, Cambridge (visits follow school placement hours/location)

Professor: University Facilitators and Advanced Mentor Teacher/Mentor Teacher

Office Hours: By appointment

Office Location: Thompson 1800

Office Phone: (703)-993-9717

Email: varies by facilitator

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

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:

Upon completion of this course, students will have met the following 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 person

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 in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

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).

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 *INTERNSHIP AND TECHNOLOGY EVALUATION FORM*.

Internship and Technology Evaluation Form (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-M creates a holistic picture of performance and informs completion of the **Internship and Technology Evaluation Form**. This form *may* be used to record the interim AND final ratings. All stakeholders will review the **Internship and Technology Evaluation 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.
- In the FINAL PLACEMENT (typically Spring for all Teacher Candidates), if the average score for all standards is less than 3, or any individual standard is less than 2, the clinical experience/internship may be extended and materials resubmitted per instruction from your University Facilitator and Program Coordinator.

- 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—YL = following first semester; SL = midpoint of final internship)
- F. Critical Incident Analysis Assessment (*TK20—completed during Independent Teaching semester)
- G. Use of Video/GoReact
- H. Attendance and Professionalism
- I. 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)
- J. Virginia State Teacher Licensing Requirements
- K. Seminars
- L. Pre-post departure meetings
- M. **Summative project from Cambridge shared with cohorts/faculty upon return**

A. *Observations of Teaching*

During the fall semester, the Advanced Mentor Teacher/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/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.

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*

The Teacher Candidate will begin the internship observing the Advanced Mentor Teacher/Mentor Teacher. Across each week, the Teacher Candidate will gradually assume more planning and teaching responsibilities. Lesson plans should be provided to the Advanced Mentor Teacher/Mentor Teacher *a minimum of 48 hours* prior to instruction.

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).

Independent Teaching (IT)-APPLICABLE TO SPRING OF YEARLONG INTERNSHIP

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 (20 days). 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 Teacher Candidates will collaborate with a team of teacher colleagues, potentially including but not consisting solely of the AMT/MT, to discuss individual student or group learning progress. With that learning team, Teacher Candidates 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 create a detailed teaching action plan that the learning 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. Completion of this assessment requires active responsibility for instruction and student learning therefore it is done during the independent teaching semester of internship. For more information view http://youtu.be/NrcZ_ol-Zww?hd=1 .

*E. Assessment of Candidate Dispositions (*TK20—YL = following first semester; SL = midpoint of final internship)*

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. Critical Incident Analysis Assessment. (TK20-Independent Teaching Semester)

The candidate will use all three levels of critical reflection (technical, practical, and critical) to analyze an instructional episode to make connections between situations they encounter and the broader social, political, and economic forces that influence those events.

G. Use of Video/GoReact

All Teacher Candidates will be using video for the purposes of enhancing their professional development across the yearlong 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.**

- Prior to internship:
 - Work with your university facilitator to set up group configurations for your GoReact 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 GoReact 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
Outcome 3	A, B, C, D, E, F, H, I, J
Outcome 4	A, B, C, D, E, F, H, I, J
Outcome 5	A, B, C, D, E, F, H, I, J

Outcome 6	A, B, C, D, E, F, H, I, J
Outcome 7	A, B, C, D, E, F, H, I, J
Outcome 8	A, B, C, D, E, F, H, I, J
Outcome 9	A, B, C, D, E, F, H, I, J
Outcome 10	A, B, C, D, E, F, H, I, J

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

Other Requirements:

H. 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.

I. 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 **Internship and Technology Evaluation Form** 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 **Internship and Technology Evaluation Form** form at the final conference.

J. Virginia State Teacher Licensing Requirements

Praxis Core Academic Skills for Educators (or qualifying substitute)

Teacher Candidates are required to take the Praxis Core or provide qualifying substitute scores for admission to the program and licensure.

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/>

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.

DYSLEXIA AWARENESS TRAINING – NEW requirement for licensure!

Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at <http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>.

Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

CPR/AED/First Aid – NEW hands-on training required for licensure!

Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and license renewals must include verification that “hands-on” First Aid/CPR/AED training was completed. This means that applications for spring 2018 internships must also include verification of completing “hands-on” training. After June 30, 2017, the online training will no longer be accepted.

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 the CEHD Educator Preparation Office. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to internsh@gmu.edu or dropped-off in Thompson Hall, Suite 1700.

K. Seminars

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

L. 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.

M. 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-J	<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—YL = following first semester; SL = midpoint of final internship) • Use of Video/GoReact • Attendance and Professionalism • Formal Documentation of Progress (Internship and Technology Evaluation Form) <ul style="list-style-type: none"> ○ Midpoint continuum (AMT/MT and Teacher Candidate) and conference (AMT/MT , Teacher Candidate, and university facilitator) ○ End of semester 	<u>100 %</u>	<ul style="list-style-type: none"> • Varies • Final evaluation and paperwork: December 8th

	continuum (AMT/MT and Teacher Candidate) and conference (AMT/MT , Teacher Candidate, and university facilitator) *(TK 20) <ul style="list-style-type: none"> • Virginia State Teacher Licensing Requirements • Seminars 		
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*Designated performance-based assessment

Grading

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. Further, final grade will not be processed until all TK 20 tasks are completed and uploaded.

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) (**Internship and Technology Evaluation Form -FALL/SPRING, Assessment of Candidate Dispositions-SPRING, Collaborative Learning Team Activity-SPRING and Critical Incident Analysis Assessment-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).

Class Schedule

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

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

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

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 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://coursesupport.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 <http://cehd.gmu.edu/>.

Assessment Rubrics
CANDIDATE DISPOSITIONS ASSESSMENT

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

Candidate Name and G#: _____ Course with Section: _____
Assessor: _____ Date Assessed: _____

Education professionals are held to high standards, both inside and outside of the classroom. Educators are evaluated on their behaviors and interactions with students, parents, other professionals, and the community at large. The behaviors observed reflect the *dispositions* held by education professionals at all stages in their careers, including as a candidate in CEHD’s teacher licensure programs.

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 Mason, s/he should demonstrate behaviors that reflect positive dispositions befitting a professional. Dispositions are assessed multiple times during the teacher education program. Growth in one’s dispositions is developmental and can be informed through instruction, experience, and reflection. A single occurrence of dispositional issues might be due to a lack of understanding of the disposition and expectations of appropriate behaviors. It is important that an assessor rely on observations of candidate behaviors when assessing dispositions. Assessment of dispositions should not be used as a punitive action, but as an instructional tool to address developmental gaps or clarify the overt actions being assessed for each dimension of the disposition.

DIRECTIONS FOR ASSESSORS

For each of the dimensions below, please rate the degree to which you observe the candidate behaving in a fashion consistent with each disposition, 4 being the highest as “Consistently Evident,” 1 being the lowest as “Rarely Evident.” Assessors will base ratings upon multiple data points, observations, and/or incidents.

NOTE: A score of 4 (Consistently Evident) is a rating for candidates who exhibit behaviors beyond the expectations of candidates at this point in their programs. A score of 3 (Often Evident) is the *target* score. A score of 2 (Occasionally Evident) should be viewed as a “teachable moment” for the assessor. The assessor should meet with the candidate to clarify expectations and discuss what behaviors were observed that warranted a score of 2. (See the Educator Preparation Office (EPO) website at <https://cehd.gmu.edu/epo/> for specific information related to this process.) A single score of 1 (Rarely Evident) will require the creation of a Disposition Development Plan to assist the candidate in improving dispositions. (See the EPO website at <https://cehd.gmu.edu/epo/> for a copy of the Plan.) For further direction and specifics related to how the dispositions are assessed in your program, please contact your Academic Program Coordinator, Course Lead, Assessor, or the Educator Preparation Office at 703-993-5899.

RATING GUIDELINES

- **4 (Consistently Evident):** Consistently Evident is a rating for candidates who exhibit behaviors beyond the expectations of candidates at this point in their programs. Observers see candidates demonstrate behaviors consistent with professional dispositions in multiple situations/data points.
- **3 (Often Evident):** This is the **TARGET** score. This score reflects that candidates have met the standard at the level expected at this point in their program. Behaviors are observed that align with expectations for this specific dimension of the dispositions. Candidates who receive a 3 have successfully met the disposition.
- **2 (Occasionally Evident):** Candidates receive this score when their understanding and effort does not meet the target but they exhibit some of the behaviors associate with the disposition. A score of 2 requires a conversation with the candidate to clarify or educate him/her on the appropriate behaviors associate with the disposition.
- **1 (Rarely Evident):** Candidates receive a 1 when their understanding and behaviors related to a disposition is not evident or rarely exhibited. A score of 1 requires a specific action plan to educate and/or remediate behaviors associate with the disposition.

DISPOSITION RUBRIC

Descriptions of behaviors are provided for each dispositional dimension and are meant to be representative examples of observable behaviors. The examples may pertain to your specific setting, but should not be viewed as encompassing all observable behaviors related to the disposition.

	Rarely Evident	Occasionally Evident	Often Evident	Consistently Evident
Openness to Feedback <ul style="list-style-type: none">- Is receptive to constructive criticism/growth-producing feedback- Self-regulates and modifies professional behavior based on feedback- Seeks opportunities for professional growth to improve practice- Acts on feedback toward improvement-	1	2	3	4
Continuous Improvement/ Change Orientation <ul style="list-style-type: none">- Takes initiative appropriately- Seeks opportunities for continual improvement and change- Seeks evidence for use in decision making- Is willing to take appropriate risks/try new things	1	2	3	4
High Expectations for Learning <ul style="list-style-type: none">- Takes appropriate responsibility for student learning- Holds high expectations for all learners- Monitors and assesses student learning to provide feedback and alter instruction to improve learning	1	2	3	4
Advocacy <ul style="list-style-type: none">- Advocates on behalf of students and families- Seeks to understand and address student issues and challenges- Shows a genuine interest in others' well-being- Seeks to direct students and/or families to needed resources	1	2	3	4
Professionalism <ul style="list-style-type: none">- Is punctual and well prepared- Exhibits professional demeanor (dress & appearance)- Is reliable, responsible- Demonstrates respect for students, families, colleagues, and/or property- Uses technology & social media appropriately	1	2	3	4
Legal and Ethical Conduct <ul style="list-style-type: none">- Exhibits integrity and ethical behavior- Maintains privacy and confidentiality of sensitive information- Demonstrates fairness and consistency in applying and enforcing rules, policies, and regulations	1	2	3	4

RUBRIC FOLLOW-UP:

- Is there a 2 on the assessment? Have you scheduled a meeting with the Candidate?
- Is there a 1 on the assessment? Have you scheduled a meeting with the Candidate and begun to develop an Disposition Development Plan?

Please add any comments relevant to the ratings above.

TEACHER CANDIDATE INTERNSHIP & TECHNOLOGY EVALUATION RUBRIC (EXPANDED FORM)

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

Name of candidate _____ Date _____
School: _____ Grade: _____ Semester/Year _____

- Mid-Semester Evaluation
- Final Evaluation

This rubric describes the clinical experience performance standards in the College of Education and Human Development at George Mason University. This instrument assesses classroom performance at both the midpoint and end of the internship semester and is completed by both the University Supervisor in collaboration with the Mentor Teacher/Advanced Mentor Teacher and Teacher Candidate. **If the average score for all standards is less than 3, or any individual standard is less than 2, the clinical experience/internship may be extended and materials resubmitted per instruction from your University Supervisor and Program Coordinator.**




This Internship evaluation form was specifically designed to assess the Interstate Teacher Assessment and Support Consortium (InTASC) Standard Model Core Teaching Standards. These standards guide teacher education programs around the country and are a required part of our accreditation process. More information about the standards can be found at www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf. Each standard is listed below and rows have been developed to assess specific elements in each standard. When applicable, further explanation of some standard are included in the first column of the rubric.

This assessment also meets the Virginia Department of Education Standards for the Professional Practice of All Teachers. A complete listing of those standards can be found at http://www.doe.virginia.gov/teaching/regulations/uniform_performance_stds_2011.pdf. Virginia's Standards of Learning (SOLs) are mapped to College-and-Career-Ready Standards to the InTASC standards. Additional content knowledge and pedagogy standards are assessed in the Elementary Education program. Those standards, Association for Childhood Educators International (ACEI), can be found at www.acei.org.

STANDARDS

- **InTASC Standards:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- **CAEP Standards:** 1.1, 1.2, 1.3, 1.4, 1.5
- **VDOE Standards:** 1, 2, 3, 4, 5, 6
- **ACEI Standards:** 1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2

THEMES

-  **Technology**
-  **Diversity**
-  **College & Career Ready**

SCORING GUIDELINES




4 (Exceeds Standard): Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.



3 (Meets Standard): This is the **TARGET** score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.

2 (Approaches Standard): Candidates receive this score when their understanding and effort does not meet the target but shows basic understanding of the content being assessed.


1 (Does Not Meet Standard): Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.



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Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
LEARNER AND LEARNING				
InTASC 1 Learner Development. 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.				/8
<p>1.1 The candidate applies appropriate learning theories recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.</p> <p>VDOE 1, ACEI 1</p>	<p>Candidate displays little or no knowledge of the developmental characteristics of the age group.</p>	<p>Candidate displays partial knowledge of the broad developmental characteristics of the age group.</p>	<p>Candidate displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns across the cognitive, linguistic, social, emotional, and physical areas.</p>	<p>In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, the candidate displays knowledge that individual learner development varies within and across the cognitive, linguistic, social, emotional, and physical areas.</p>
<p>1.2 The candidate designs and implements developmentally appropriate and challenging learning experiences that include the use of technology.</p> <p>VDOE 2, ACEI 1</p> 	<p>Candidate lacks understanding how learners learn and does not seek information about developmentally appropriate learning experiences nor uses technology as an instructional tool.</p>	<p>Candidate recognizes the value of understanding how learners learn, but their knowledge is limited or outdated. Technology is not used as an instructional tool or the technology used is not appropriate for the task or developmental characteristics of the age group.</p>	<p>Candidate's knowledge of how learners learn is accurate and current. Candidate designs and implements technology enhanced, developmentally appropriate and challenging learning experiences for both the class as a whole and individual learner.</p>	<p>Candidate demonstrates extensive and subtle understanding of how learners learn and applies this knowledge to the classroom community. The candidate implements a range of developmentally appropriate and challenging learning experiences for the class as a whole, in small groups, and individual learners. Appropriate technologies are used to enhance learning, collaboration, and high order thinking.</p>
InTASC 2 Learning Differences. The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.				/8
<p>2.1 Candidate creates an environment that values individual differences and diverse cultures, and communities.</p> <p>VDOE 1, ACEI 3.2</p> 	<p>The candidate's plans and practice display little understanding of the relevance of individual differences to learning. The candidate provides minimal information to families about individual learners, or the communication is inappropriate to the cultures of the families. Candidate does not respond, or responds insensitively, to family or community concerns about learners.</p>	<p>Candidate's plans and practice indicate some awareness of how to address individual differences to learning, although such knowledge may be inaccurate or incomplete. Candidate adheres to required school procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.</p>	<p>Candidate's plans and practice address individual learning differences. Candidate communicates with families about learners' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.</p>	<p>Candidate's plans and practice consistently exhibit a variety of ways to meet individual differences to learning. Candidate frequently provides information to families related to learner progress, with learners contributing to the design of the system. Response to family concerns is handled with professional and cultural sensitivity.</p>
<p>2.2 Candidate ensures inclusive learning by addressing the needs of diverse learners.</p> <p>VDOE 1, ACEI 3.2</p> 	<p>Candidate does not monitor learning. Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some learners.</p>	<p>Candidate monitors the progress of the class as a whole but elicits no diagnostic information. Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for learning and achievement.</p>	<p>Candidate monitors the progress of groups of learners in the curriculum, making use of diagnostic prompts to elicit information. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for learners.</p>	<p>Candidate actively and systematically gathers and uses diagnostic information from individual learners and monitors their progress, Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all learners.</p>




Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
InTASC 3. Learning Environments. The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation.				/8
3.1 Candidate organizes and manages create face-to-face and virtual environments that support individual and collaborative learning. VDOE 5, ACEI 3.5 	There is little, if any, evidence of routines, procedures, or proactive actions to establish a climate for learning.	Candidate recognizes the value of a learner-centered classroom but the application of these tenets is not applied in all management situations.	The classroom is a learner-centered environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.	The classroom conveys a safe, positive, and inclusive environment that is learner-centered, supports individual and collaborative learning and meets the needs of both the group and individual learners.
3.2 Teacher Candidate encourages positive social interaction, active engagement in learning, and self- motivation. VDOE 5, ACEI 3.4 	The classroom is a teacher-centered environment. Activities and assignments are inappropriate for learners' age or background. Learners are not engaged in learning.	The classroom is a teacher-centered environment. Candidate attempts to accommodate learners' questions or interests. Activities and assignments are appropriate to some learners and engage them mentally, but other learners are not engaged or self-motivated.	The classroom is a learner-centered environment. Candidate successfully accommodates learners' questions or interests. Activities and assignments are appropriate to learners, and learners are cognitively engaged in exploring content. Learners are self-motivated.	Candidate seizes every opportunity to enhance learning, building on learner interests or a spontaneous event. All learners are cognitively engaged in the activities and assignments in their exploration of content. Learners initiate or adapt activities and projects to enhance their understanding.



CONTENT KNOWLEDGE

InTASC 4. Content Knowledge. 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.				/8
4.1 Candidate understands the tools of inquiry and structures of the discipline, VDOE 1 Also Refer to ACEI Standards 2.1-2.7	In planning and practice, candidate makes content errors or does not correct errors made by learners. Candidate's plans and practice display little understanding of the tools of inquiry and structures of the discipline.	Candidate is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. Candidate's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Candidate displays solid knowledge of the important concepts in the discipline and how concepts relate to one another. Candidate's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Candidate displays extensive knowledge of the important concepts in the discipline and how concepts relate both to one another and to other disciplines. Candidate's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by learners to ensure understanding.
4.2 Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery. VDOE 3, ACEI 3.1 	Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.	Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners. Candidate accepts responsibility for the success of learning but has only a limited repertoire of instructional strategies.	Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.	Candidate conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value. Learners demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
InTASC 5. Content Application. 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.				/8
5.1 Candidate connects concepts and uses different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving. VDOE 2, ACEI 3.3 	Candidate does not connect concepts, address different perspectives or digital resources to engage learners in higher-level learning.	Candidate connect concepts, addresses different perspectives or digital resources to engage learners but at a basic level of learning and recall.	Candidate connects concepts, addresses different perspectives and digital resources to engage learners higher-level learning in at least one of these higher –order skills: critical thinking, creativity, and collaborative problem solving.	Candidate creates multi-disciplinary and a range of multiple perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.
5.2 Candidate plans rigorous, sequenced instruction related to authentic local and global issues. VDOE 5, ACEI 3.1 	Outcomes represent low expectations for learners and lack of rigor. Lesson plans do not reflect a sequence of learning and have no connection to authentic local and global issues.	Outcomes represent moderately high expectations and rigor. Some plans reflect important learning in the discipline and at least some connection to a sequence of learning but have little connection to authentic local and global issues.	Outcomes represent high expectations and rigor and important learning in the discipline. Plans exhibit a sequence of learning with connection to authentic local and global issues.	All outcomes represent high expectations and rigor and important learning in the discipline. Plans connect to a consistent sequence of learning both in the discipline and in related disciplines. Connection to authentic local and global issues is consistently found in lessons.

INSTRUCTIONAL PRACTICES				
Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
InTASC 6. Assessment. 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 teacher and learner decision making.				/8
6.1 Candidate uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making. VDOE 4, ACEI 4 	Assessment procedures are not congruent with instructional outcomes.	Some instructional outcomes are assessed through the planned lesson, but many are not.	All the instructional outcomes are assessed through multiple methods of assessment. Assessment methodologies monitor learner progress, and guide teacher and learner decision making.	Candidate’s approach to assessment is fully aligned with the instructional outcomes for both content and process are assessed through multiple methods. Assessment methodologies have been adapted for individual learners, and guide teacher and learner decision making.
6.2 Candidate uses formative assessment to monitor and adjust instruction and to guide the learner decision making. VDOE 4, ACEI 4	Candidate does not incorporate formative assessment in the lesson or unit.	Candidate’s approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes and does not involve the learner in decision making.	Candidate’s approach to using formative assessment to monitor and adjust instruction and includes a process where the learner, as well as teacher, uses information from the assessments.	Candidate has a well-developed formative assessment plan that uses formative assessment to monitor and adjust instruction. The Teacher Candidate has designed particular approaches to be used and actively involved the learner in decision making.
Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)

InTASC 7. Planning for Instruction. The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.					/8
<p>7.1 Candidate plans instruction to support every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy.</p> <p>VDOE 2, ACEI 3.1</p> 	<p>Outcomes represent low expectations for learners and lack of rigor. Lesson plans do not reflect important learning in the discipline or a connection to a sequence of learning or effective pedagogy.</p>	<p>Outcomes represent limited levels of expectations and rigor. Some plans reflect important learning in the discipline and at least some connection to a sequence of learning drawing upon knowledge of several of the following areas: digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, but the application is ineffective at increasing learning.</p>	<p>Outcomes represent high expectations and rigor and important learning in the discipline. Plans exhibit a sequence of learning with strong connections to digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. Instruction is effective at increasing learning.</p>	<p>All outcomes represent high expectations and rigor and important learning across disciplines. Plans connect to a consistent sequence of learning. There is a strong connection to digital-age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. Instruction is effective at increasing learning for all learners.</p>	
<p>7.2 Candidates effectively plans instruction based on knowledge of learners and the community context.</p> <p>VDOE 2, ACEI 3.2</p> 	<p>Candidate lessons do not reflect an understanding of learners, how they learn, and the context of the community.</p>	<p>Candidate lessons reflect a basic understanding of the learners, how they learn, and the context of the community, but the lesson addresses only a limited knowledge of specific learners and their community.</p>	<p>Candidate lessons reflect an understanding of their learners, how they learn, and the context of the specific communities represented in the classroom.</p>	<p>Candidate lessons reflect a deep understanding of their learners, how they learn, and the context of the specific communities represented in the classroom. Lessons are tailored to represent the context and needs of learners and their communities.</p>	
InTASC 8. Instructional Strategies. 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 in contemporary meaningful ways.					/8
<p>8.1 The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.</p> <p>VDOE 3, ACEI 3.3</p>	<p>Candidate displays little or no understanding of the range of pedagogical approaches suitable to address the specific learning needs related to the content.</p>	<p>Candidate uses a limited range of instructional strategies or pedagogical approaches that are not suitable to the discipline or to the learners.</p>	<p>Candidate applies a wide range of effective pedagogical approaches in the discipline that encourage learners to develop deep understanding of content areas and their connections.</p>	<p>Candidate plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. The candidate encourages learners to develop deep understanding of content areas and anticipate learner misconceptions.</p>	
<p>8.2 Candidates build skills to apply knowledge in contemporary meaningful ways.</p> <p>VDOE 3, ACEI 3.3</p> 	<p>Candidate does not apply pedagogical content knowledge in contemporary or meaningful ways.</p>	<p>Candidate uses knowledge of instruction in ways that are outdated or ineffective.</p>	<p>Candidate applies knowledge of appropriate content instruction in contemporary meaningful ways.</p>	<p>Candidate uses contemporary knowledge of appropriate instruction across a range of content areas to make learning meaningful.</p>	

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
PROFESSIONAL RESPONSIBILITY				
InTASC 9. Professional Learning and Ethical Practice. 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.				/12
9.1 Candidate engages in ongoing professional learning. VDOE 6, ACEI 5.1	Candidate engages in no professional development activities to enhance knowledge or skill.	Candidate participates in professional activities to a limited extent when they are convenient or required by others.	Candidate engages in ongoing opportunities for professional development to enhance content knowledge and pedagogical skill.	Candidate seeks out opportunities for professional development that addresses personal goals and a systematic approach to continual learning.
9.2 Candidate 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). VDOE 6, ACEI 5.1 	Candidate has no suggestions for how a lesson could be improved if taught again.	Candidate makes general suggestions about how a lesson could be improved but does not address how their choices and actions affect others.	Candidate evaluates his/her practice and identifies revisions to the lesson for future use. Evaluation includes reflecting upon how the learners, families, other professionals, and the community affect teacher choices and actions.	Candidate evaluates his/her practice and identifies specific revisions to the lesson for future use. Evaluation draws upon an extensive repertoire of skills. The candidate offers specific alternative actions that include the probable success of different courses of action and how the actions affect learners, families, other professionals, and community.
9.3 Candidate adapts practice to meet the needs of each learner in an ethical and responsible manner. VDOE 6, ACEI 3.1	Candidate is not honest in interactions with colleagues, learners, and the public.	Candidate is honest in interactions with colleagues, and classroom instruction.	Candidate displays high standards of honesty, integrity, and confidentiality in instructional planning and interactions with colleagues, learners, and the public.	Candidate consistently exhibits the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues to uphold ethical practices.
InTASC 10. Leadership and Collaboration. The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.				/8
10.1 Candidates seeks appropriate leadership roles and opportunities to take responsibility for learning. VDOE 6, ACEI 5.2	Candidate engages in no professional development activities to enhance knowledge or skill.	Candidate participates in leadership activities to a limited extent when they are convenient. Instructional leadership may or may not be focused on learning.	Candidate accepts leadership roles that enhance learning and focus on meeting learner needs.	Candidate seeks out opportunities for leadership roles that enhance content knowledge and pedagogical skill and focus on meeting learning needs.
10. 2 Candidate collaborates with learners, families, colleagues, other school professionals, and community members (using digital tools and resources) to ensure learner growth and advance the profession. VDOE 6, ACEI 5.2 	Candidate's relationships with colleagues, families, school professionals and the learner are negative or self-serving.	Candidate maintains relationships with colleagues and the community to fulfill responsibilities required by the school or district.	Candidate uses digital tools and resources to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.	Candidate takes initiative and collaborates with learners, families, colleagues, other school professionals, and the community. Candidate takes leadership among faculty to support the use of digital tools and resources to ensure learner growth and to advance the profession.

TECHNOLOGY. Candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice. Candidates effectively use available technologies to provide opportunities for all learners to use technology in a purposeful and developmentally appropriate way.


TECHNOLOGY STANDARDS



Virginia’s Department of Education (VDOE) has identified technology standards for instructional personnel. Virginia teachers take on four roles related to the effective use of appropriate technologies. The following roles are assessed below:


- Lifelong Learner
- Digital Leadership
- Learning Facilitator
- Skilled Technology User

Additionally, CAEP identifies the following technology standards that apply to field-based experiences and instruction of P-12 students:

- *1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.*
- *2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.*
- *3.4 The provider creates criteria for program progression and monitors candidates’ advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates’ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.*

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
VDOE 1. Lifelong Learner. Candidates engage in ongoing professional learning related to content, pedagogy and technology. 				/8
1.1 Candidate engaged in ongoing professional growth related to the use of innovative instructional strategies that integrate digital technologies.	Candidate did not attend or pursue professional learning unless it was required. If the candidate did engage in professional learning, the selection of learning experiences was not well aligned nor related to content, pedagogy and technology.	Candidate attended or pursued professional learning only when required. When the candidate engaged in professional learning, the selection of learning experiences was related to content or pedagogy and/or technology including a minimal use of digital tools.	Candidate planned for purposeful professional learning that fill learning gaps related to classroom-specific content and explored innovative pedagogy and technology. This included organized, division-sponsored professional development opportunities, university workshops, and through informal learning opportunities at the placement school and used digital tools to collaborate with a global learning community.	Candidate sought out purposeful professional learning that filled specific learning gaps related to classroom content and explored innovative pedagogy and technology. This included organized, division-sponsored professional development opportunities, university workshops, through informal learning opportunities at the placement school and used digital tools to collaborate with a global learning community on educational topics and learning opportunities.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
1.2 The candidate used digital tools to obtain feedback and to collaborate in ways that allows for reflection on educational topics to improve teaching and learning.	Candidate did not reflect on feedback to improve teaching and learning, nor collaborated on educational topics to improve teaching and learning.	Candidate may or may not have reflected on feedback. There was little evidence of collaboration on educational topics to improve teaching and learning.	Candidate reflected on feedback and collaborated on educational topics to improve teaching and learning.	Candidate used reflection-in-action to reflect on feedback and strategically worked to improve teaching and learning.
VDOE 2. Digital Leadership. Candidates model safe and ethical practices for their students. 				/12
2.1 The candidate promoted safe and ethical behavior with students through collaborative online experiences, including the development of an understanding of the rights and obligations of student privacy and security when collecting and using student data and selecting digital content, tools, and resources.	Candidate did not take purposeful actions to promote safe and ethical behavior with students through collaborative online experiences.	Candidate took actions to promote safe and ethical behavior with students through collaborative experiences, but actions were not consistently observed.	Candidate promoted safe and ethical behavior with students through collaborative online experiences.	Candidate promoted safe and ethical behavior with students through collaborative online experiences.
2.2 The candidate modeled the use of technology to communicate, created appropriate digital content, (including tools and resources that meet local, state and/or federal policies), collaborated and solved problems.	Candidate did not use available technology to make responsible instructional decisions—grounded in knowledge of digital safety and security best practices. The candidate did not effectively use digital communication and collaboration tools and resources.	Candidate occasionally used available technology to make responsible instructional decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication and collaboration tools and methods. The technology used was often ineffective or not well aligned to digital safety and security best practices.	Candidate used available technology to make responsible instructional decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication and collaboration tools and methods. The available technology used was effective or well aligned to digital safety and security best practices.	Candidate effectively used available and appropriate technology, as well as additional technology identified to assist in making purposeful instructional decisions about digital safety and security best practices. The candidate consistently used digital communication and collaboration tools and methods in their own classroom. The technology used was effective and well aligned to digital safety and security best practices.
2.3 The candidate cultivated and managed their digital identity and reputation and displayed awareness of the permanence of his/her actions in the digital world.	Candidate made multiple choices (personal and instructional) that was evidence he/she was unaware of the permanence of his/her actions in the digital world.	Candidate made instructional decisions that was evidence he/she was unaware of the permanence of his/her actions in the digital world.	Candidate made appropriate personal and instructional decisions that was evidence he/she was clearly aware of the permanence of his/her actions in the digital world.	Candidate made appropriate personal and instructional decisions that was evidence he/she was clearly aware of the permanence of his/her actions in the digital world. The candidate provided specific instruction and models for students regarding the permanence of the students' actions in the digital world.
VDOE 3. Learning Facilitator. Candidates support student learning by harnessing the power of technology. 				/12
3.1 The candidate assisted students in selecting and using appropriate and available digital tools for learning, creating, problem-solving and communicating.	Candidate did not use available technology for thinking skills, problem solving, and decision-making, communication, and presentation within the curriculum.	Candidate occasionally used available technology for thinking skills, problem solving, and decision-making.	Candidate used a variety of formative and summative assessments assessed, using both quantitative and qualitative techniques, to meet the needs of students and stakeholders.	Candidate consistently and purposefully used effective and appropriate technology as a tool for thinking skills, problem solving, and decision-making.
Performance	Does Not Meet Standard	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)

	(1)			
3.2 The candidate incorporated learning strategies that used technology to accommodate learner variability, personalize learning, and engender student choice, self-direction and goal-setting, including the use of data to effectively respond to students' needs and communicate findings to various stakeholders.	Candidate did not use available technology as a tool for adapting instruction to meet the needs of learners in a variety of educational settings. The candidate did not provide opportunities for learners to use available and appropriate technologies.	Candidate's use of available technology was not evident for most of these tasks: data collection, information management, problem solving, decision-making, communication, and presentation within the curriculum.	Candidate purposefully used available and appropriate technology for thinking skills, problem solving, and decision-making. This included using technologies for data collection, information management, problem solving, decision-making, communication, and presentation within the curriculum.	Candidate took the initiative to seek out additional technologies for data collection, information management, problem solving, decision-making, communication, and presentation within the curriculum.
3.3 The candidate used a variety of formative and summative assessments that leveraged the power of technology to provide immediate and specific feedback, and offer alternative learning paths to students including competency-based approaches.	Candidate used a variety of formative and summative assessments assessed using both quantitative and qualitative data to meet the needs of students and stakeholders.	Candidate used formative or summative assessments assessed and used quantitative or qualitative data to meet the needs of students and stakeholders	Candidate used both formative and summative assessments assessed and gathered both quantitative and qualitative data to meet the needs of students and stakeholders	Candidate used a variety of effective formative and summative assessments, assessed using both quantitative and qualitative data techniques, to meet specific needs of a range of students and stakeholders.
VDOE 4. Skilled Technology User. Candidates understand the fundamental concepts of technology operations and troubleshooting as well as basic uses of technology in instruction. 				/8
4.1 The candidate demonstrated the ability to choose and use digital technologies including both hardware, software and web-based resources to support classroom instruction, including basic computing operations such as accessing accounts, select appropriate applications to perform tasks, file management and web navigation.	Candidate did not use technology to support instruction.	Candidate used limited or archaic technologies to support instruction.	Candidate used effective, appropriate, and contemporary technologies to support instruction.	Candidate systematically, used effective, appropriate, and contemporary technologies to support instruction.
4.2 The candidate demonstrated the ability to troubleshoot typical classroom technologies.	Candidate had poor technology knowledge and skills and could not perform basic computing operations or troubleshoot classroom technology issues.	Candidate had poor technology knowledge and skills and could perform only very basic computing operations. The candidate was able to troubleshoot basic classroom technology issues.	Candidate applied technology knowledge and skills and could easily perform basic computing operations and troubleshoot classroom technology issues.	Candidate applied extensive technology knowledge and skills to create a variety of technology-supported activities. The candidate could easily perform computing operations and troubleshoot a wide-range of classroom technology issues.

ACEI SUPPLEMENTAL ASSESSMENT

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
Reading, Writing, and Oral Language—ACEI 2.1 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				/8
Candidates know and understand concepts of reading, writing, and oral language	The candidate does not know or understand concepts of reading, writing and oral language.	The candidate has some understanding of concepts of reading, writing and oral language.	The candidate understands concepts of reading, writing, and oral language.	The candidate has exceptional understanding of reading, writing and oral language.
Candidates design and implement effective instruction in reading, writing, and oral language	The candidate does not design or implement effective instruction in reading, writing, or oral language.	The candidate has limited abilities to design and/or implement effective instruction in reading, writing, and oral language.	The candidate designs and implements effective instruction in reading, writing, and oral language.	The candidate has extensive abilities in designing and implementing effective instruction in reading, writing, and oral language.
Science—ACEI 2.2 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				/8
Candidates know and understand fundamental science concepts	The candidate does not know or understand concepts of science.	The candidate has some understanding of concepts of science.	The candidate understands concepts of science.	The candidate has exceptional understanding of science concepts.
Candidates design and implement effective instruction in science	The candidate does not design or implement effective instruction in science.	The candidate has limited abilities to design and/or implement effective instruction in science.	The candidate designs and implements effective instruction in science.	The candidate has extensive abilities in designing and implementing effective instruction in science.
Mathematics—ACEI 2.3 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				/8
Candidates know and understand fundamental mathematical concepts	The candidate does not know or understand concepts of mathematics.	The candidate has some understanding of concepts of mathematics.	The candidate understands concepts of mathematics.	The candidate has exceptional understanding of mathematical concepts.
Candidates design and implement effective instruction in mathematics	The candidate does not design or implement effective instruction in mathematics.	The candidate has limited abilities to design and/or implement effective instruction in mathematics.	The candidate designs and implements effective instruction in mathematics.	The candidate has extensive abilities in designing and implementing effective instruction in mathematics.
Social Studies—ACEI 2.4 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				/8
Candidates know and understand fundamental social studies concepts	The candidate does not know or understand concepts of social studies.	The candidate has some understanding of concepts of social studies.	The candidate understands concepts of social studies.	The candidate has exceptional understanding of social studies concepts.
Candidates design and implement effective instruction in social studies	The candidate does not design or implement effective instruction in social studies.	The candidate has limited abilities to design and/or implement effective instruction in social studies.	The candidate designs and implements effective instruction in social studies.	The candidate has extensive abilities in designing and implementing effective instruction in social studies.
The Arts—ACEI 2.5 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				/8
Candidates know and understand fundamental concepts of performing arts and visual arts	The candidate does not know or understand concepts of performing or visual arts.	The candidate has some understanding of concepts of performing and visual arts.	The candidate understands concepts of performing and visual arts.	The candidate has exceptional understanding of performing or visual arts.
Candidates design and implement effective	The candidate does not design or implement effective instruction in	The candidate has limited abilities to design and/or implement effective	The candidate designs and implements effective instruction in performing and	The candidate has extensive abilities in designing and implementing effective

instruction in the arts	performing or visual arts.	instruction in performing or visual arts.	visual arts.	instruction in performing or visual arts.
Health Education—ACEI 2.6 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				/8
Candidates know and understand fundamental concepts of health education	The candidate does not know or understand concepts of health education.	The candidate has some understanding of concepts of health education.	The candidate understands concepts of health education.	The candidate has exceptional understanding of health education.
Candidates design and implement effective instruction in health education	The candidate does not design or implement effective instruction in health education.	The candidate has limited abilities to design and/or implement effective instruction in health education.	The candidate designs and implements effective instruction in health education.	The candidate has extensive abilities in designing and implementing effective instruction in health education.
Physical Education—ACEI 2.7 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				/8
Candidates know and understand fundamental concepts of physical education	The candidate does not know or understand concepts of physical education.	The candidate has some understanding of concepts of physical education.	The candidate understands concepts of physical education.	The candidate has exceptional understanding of physical education.
Candidates design and implement effective instruction in physical education	The candidate does not design or implement effective instruction in physical education.	The candidate has limited abilities to design and/or implement effective instruction in physical education.	The candidate designs and implements effective instruction in physical education.	The candidate has extensive abilities in designing and implementing effective instruction in physical education.

INTERNSHIP EVALUATION SUMMARY AND SIGNATURE SHEET

George Mason University College of Education and Human Development Secondary Education Program
EDCI 490/790: Internship in Secondary Education

Name of candidate _____

Date _____

MIDTERM / FINAL

School: _____

Grade: _____

Semester/Year _____

Evaluation Area	Points Earned out of Points Available	Divide Total Points Earned by this number to find the Mean for Each Standard	Mean for Each Standard (out of 4.0)
LEARNER AND LEARNING			
InTASC 1. Learner Development	____/8	2	____
InTASC 2. Learning Differences	____/8	2	____
InTASC 3. Learning Environments	____/8	2	____
CONTENT KNOWLEDGE			
InTASC 4. Content Knowledge	____/8	2	____
InTASC 5. Content Application	____/8	2	____
INSTRUCTIONAL PRACTICES			
InTASC 6. Assessment	____/8	2	____
InTASC 7. Planning for Instruction	____/8	2	____
InTASC 8. Instructional Strategies	____/8	2	____
PROFESSIONAL RESPONSIBILITY			
InTASC 9. Professional Learning & Ethical Practice	____/12	3	____
InTASC 10. Leadership and Collaboration	____/8	2	____
TECHNOLOGY			
VDOE 1. Lifelong Learner	____/8	2	____
VDOE 2. Digital Leadership	____/12	3	____
VDOE 3. Learning Facilitator	____/12	3	____
VDOE 4. Skilled Technology User	____/8	2	____

ACEI SUPPLEMENTAL ASSESSMENT			
ACEI Standard 2.1 Reading/Writing/Oral Language	_____/8	2	____
ACEI Standard 2.2 Science	_____/8	2	____
ACEI Standard 2.3 Math	_____/8	2	____
ACEI Standard 2.4 Social Studies	_____/8	2	____
ACEI Standard 2.5 Arts	_____/8	2	____
ACEI Standard 2.6 Health Education	_____/8	2	____
ACEI Standard 2.7 Physical Education	_____/8	2	____
Overall Mean Rating (out of 4.0)	Add the mean for each standard (last column) and divide the total by 10 to determine the overall mean rating		
Candidate achieved overall minimum mean rating of <u>3.0</u> across all standards.			YES
Candidate achieved minimum rating of <u>2.0</u> for each measured standard.			YES

SUMMARY COMMENTS/GOAL SETTING:

_____ Candidate Signature	_____ Printed Name	_____ Date	_____
_____ Mentor Teacher Signature	_____ Printed Name	_____ Date	_____
_____ University Supervisor Signature	_____ Printed Name	_____ Date	_____

COLLABORATIVE LEARNING TEAM (CLT) TASK: IMPACT ON LEARNING TASK

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

Name of candidate _____

Date

School: _____
Semester/Year _____




Grade: _____

In the Elementary Education program, the Collaborative Learning Team Task is completed during final internship and is assessed by the University Facilitator, in collaboration with the Advanced Mentor Teacher/Mentor Teacher and Teacher Candidate. The candidate must earn a score of 3 to be successful on this assignment. If a student does not earn a 3 on the assignment, they must meet with the University Facilitator prior to resubmitting. The data from this assessment is used to both identify best practice and gaps in developing a collaborative team and/or assessing a specific impact on learning.

STANDARDS

- **InTASC Standards:** 3, 4, 5, 6, 7, 8, 9, 10
- **CAEP Standards:** 1.1, 2.3
- **VDOE Standards:** 1, 2, 3, 4, 5, 6
- **SPA Standards:** ACEI 3.1, 3.2, 3.4, 4.0, 5.1, 5.2

THEMES

-  **Technology**
-  **Diversity**
-  **College & Career Ready**

ASSESSMENT OBJECTIVES

- The candidate will collaborate with teachers in a school context. The candidate will collaboratively evaluate individual learner and/or group learning progress and use this data to make instructional decisions.
- The candidate will collaboratively develop and/or revise instructional plans and assessments with the goal of improving learning, including addressing Virginia SOLs and College-and-Career-Ready skills.
- The candidate will teach the collaboratively designed lesson(s).
- The candidate will analyze results of the lesson assessment and reflect upon the impact instruction had on learning.

RATIONALE

Today's teachers play a teacher leadership role, with each professional (novice and veteran) facilitating not only their own but also their colleagues' professional development—all focused on the achievement of the learners they work together to educate. As a candidate, you will enter schools where collaboration with your colleagues in the service of your learners is required. Professional collaborations and teacher leadership must begin and end with joint considerations of the evidence of learning.

Webb's research on collaborative learning teams notes that they think at a higher level and retain the knowledge longer than people who work alone. Effective collaboration in learning teams include "discussion, clarification of ideas, and evaluation of other's ideas." (Webb, 1995). Successful interpersonal communication must exist in teams. Building trust is essential.

You will complete the Collaborative Learning Team Task during a field experience or internship placement to ensure that you have an active responsibility for instruction and learning. This task can be completed in conjunction with other program requirements (e.g., a teacher research project or a teacher work sample assignment).

ASSIGNMENT DIRECTIONS

To complete this task you will:

- Collaborate with at least two teacher colleagues to discuss individual learner or group learning progress toward broad learning goal(s). One of these colleagues should be the mentor teacher. Collaboration with a team of teacher colleagues is recommended. (Submit documentation of collaboration)
- With the learning team, review existing assessment results and make responsive instructional decisions that promote learning for an individual or a group. (Submit documentation of collaboration)
- Provide input to the team and collaboratively identify lesson plan(s) or revision(s) to lesson plans, instructional delivery methods, or instructional strategies affecting learning progress. (Submit documentation of collaboration)
- Plan a lesson(s), agreed upon by the team, which will that will promote academic achievement (including Virginia SOLs and College and Career Ready skills) for an individual or a group. (Submit the detailed lesson plan)
- Create assessment(s) aligned to lesson objectives and describe how assessment results will be used to determine changes in learning. (Submit the assessment)
- Teach the lesson(s). (Submit lesson plan.)
- Assess learner mastery of lesson and summarize impact on learning. To do this, work with the learning team to outline “next steps” teachers should take in order to continue to move the individual learner/learners toward the broader learning goal(s). Consider the level of success of the implementation of the lesson plan(s). (Submit work samples, data analysis, and use of data for future instruction)
- Reflect on the learner’s work and determine progress toward the broader learning goals. As you give and receive feedback to the team, reflect deeply on any personal biases that may affect decision making for the particular learner/learners. (Submit a reflection of the impact your lesson had on learning.)

SUBMISSION DIRECTIONS

You will submit a brief paper that addresses each section of the assignment. Your paper will include a cover sheet, a 1-2 paragraph narrative of each section of the assignment, and an Appendix to the paper that includes the documentation you are providing as evidence of your collaboration, instruction and assessment, and the analysis of data.

Section 1: Collaboration with Colleagues regarding individual learner or group learning

Briefly describe how you have collaborated on this task. Identify the members of the collaborative team, their roles, how often you meet, etc.

- Documentation to include in Appendix: summary or examples of existing assessment results and responsive instructional decisions, meeting agenda, minutes, learner data, reflections, etc.

Section 2. Planning Instruction

Briefly describe the context of your lesson plan (is it for an individual, small group, whole class). Include information on where the lesson fits within a larger unit, and identify the specific objectives to be met and how and why they were selected. Virginia Standards of Learning (SOLs), College and Career Ready skills, and other content specific objectives should be included in lesson plans.

- Documentation to include in Appendix: evidence that you addressed the initial assessment and the specific instructional decisions made in response to the assessment results.

Section 3. Assessment, alignment of objectives, instruction, and assessment

Briefly describe the assessment-the format, when administered, how it aligns with the objectives, and any modifications made for individual learners.

- Documentation to include in Appendix: alignment of objectives, assessment outcomes and how assessment results will be used to design instruction.

Section 4. Analysis of Assessment Results

Briefly describe the results of the assessment and include a data chart. Analyze the results related to the impact your instruction had on learning. Then reflect upon the data and how you will use the results to plan future instruction.

- Documentation to include in Appendix: will include a data chart and examples of the work of the learner.

APPENDIX

Include authentic documents/instruments developed to complete this assignment. Each should be labeled with the section number and a title.

REFERENCES

Webb, N. M., Troper, J. D. & Fall, R., (Sep, 1995). Constructive activity and learning in collaborative small groups. *Journal of Educational Psychology*, Vol 87(3), 406-423.<http://dx.doi.org/10.1037/0022-0663.87.3.406>

COLLABORATIVE LEARNING TEAM (CLT) TASK: IMPACT ON LEARNING RUBRIC

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

Name of candidate _____
Date _____

School: _____ Grade: _____
Semester/Year _____

In the Elementary Education program, the Collaborative Learning Team Task is completed during final internship and is assessed by the University Facilitator, in collaboration with the Advanced Mentor Teacher/Mentor Teacher and Teacher Candidate. The candidate must earn a score of 3 to be successful on this assignment. If a student does not earn a 3 on the assignment, they must meet with the University Facilitator prior to resubmitting. The data from this assessment is used to both identify best practice and gaps in developing a collaborative team and/or assessing a specific impact on learning.

SCORING GUIDELINES

- **4 (Exceeds Standard):** Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.
- **3 (Meets Standard):** This is the **TARGET** score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.
- **2 (Approaches Standard):** Candidates receive this score when their understanding and effort does not meet the target but shows basic understanding of the content being assessed.
- **1 (Does Not Meet Standard):** Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
SECTION 1. COLLABORATION WITH COLLEAGUES				/8
The candidate collaborates with school professionals to plan and facilitate learning to meet diverse needs of learners. InTASC 10 VDOE 6	The candidate does not provide evidence of discussion, clarification of ideas, and evaluation of other’s ideas with school professionals to plan and/or jointly facilitate learning to meet diverse needs of learners.	The candidate provides evidence that he/she collaborates through discussion, clarification of ideas, and evaluation of other’s ideas only occasionally or less than effectively with school professionals to plan and jointly facilitate learning to meet diverse needs of learners.	The candidate provides evidence that he/she collaborates through discussion, clarification of ideas, and evaluation of other’s ideas of school professionals to effectively plan and jointly facilitate learning that meets the diverse needs of learners but did not take advantage of all opportunities.	The candidate provides evidence that he/she collaborates regularly and effectively through discussion, clarification of ideas, and evaluation of other’s ideas with a variety of school professionals to plan and jointly facilitate learning to meet diverse needs of learners.
The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. InTASC 10 VDOE 6	The candidate does not provide evidence of collaboration with school professionals to engage in professional learning that advances practice.	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.	The candidate provides evidence that he/she effectively collaborates with school professionals to effectively and jointly engage in professional learning that advances practice.	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.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
SECTION 2. PLANNING INSTRUCTION				/20
Independently and in collaboration with colleagues, the candidate uses data (e.g., systematic observation, information about learners, research) to evaluate teaching and learning to adapt planning and practice. InTASC 6, VDOE 4 ACEI 3.1	The candidate does not show evidence of collaboration with colleagues in the use of data to evaluate outcomes of teaching and learning or to adapt planning and practice.	The candidate independently or in collaboration with colleagues uses data to evaluate outcomes of teaching and learning but inaccurately or ineffectively adapts planning and practice.	The candidate independently and in collaboration with colleagues uses data to effectively evaluate outcomes of teaching and learning, and adapts planning and practice.	The candidate independently, and in collaboration with colleagues, uses a variety of data to accurately evaluate the outcomes of teaching and learning, and to effectively adapts planning and practice for all learners.
The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs. InTASC 7, VDOE 2 ACEI 3.4	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.	The candidate exhibits a limited understanding of the strengths and needs of individual learners, and does not use the knowledge to plan instruction that is responsive to these strengths and needs.	The candidate exhibits an understanding the strengths and needs of individual learners and effectively plans instruction that is responsive to these strengths and needs.	The candidate exhibits builds upon the strengths and addresses the needs of diverse learners in multiple ways. The candidate plans effective instruction that is responsive to learner strengths and needs throughout the lesson.
The candidate encourages positive social interaction, active engagement in learning, and self- motivation. InTASC 3, VDOE 5 ACEI 3.5	The classroom is a teacher-centered environment. Activities and assignments are inappropriate for learners' age or background. Learners are not engaged in learning.	The classroom is a teacher-centered environment. Candidate attempts to accommodate learners' questions or interests. Activities and assignments are appropriate to some learners and engage them mentally, but other learners are not engaged or self-motivated.	The classroom is a learner-centered environment. Candidate successfully accommodates learners' questions or interests. Activities and assignments are appropriate to learners, and learners are cognitively engaged in exploring content. Learners are self-motivated.	Candidate seizes every opportunity to enhance learning, building on learner interests or a spontaneous event. All learners are cognitively engaged in the activities and assignments in their exploration of content. Learners initiate or adapt activities and projects to enhance their understanding.
The candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery. InTASC 5, VDOE 2 ACEI 3.1	Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.	Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners. Candidate accepts responsibility for the success of learning but has only a limited repertoire of instructional strategies.	Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.	Candidate conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value. Learners demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
The candidate uses a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways. InTASC 5, VDOE 2 ACEI 3.3	The instructional strategies used by the candidate do not encourage an understanding of content.	The candidate uses a limited number of instructional strategies to encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.	The candidate uses a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.	The candidate uses pedagogical content knowledge to use a variety of instructional strategies that encourage all learners to develop both an understanding of the content and apply knowledge in authentic ways.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
SECTION 3. ASSESSMENT				/8
The candidate articulates how assessment strategies will be used to effectively assess impact on learning. InTASC 8, VDOE 3 ACEI 4.0	The candidate provides limited evidence of understanding assessment strategies; no connection to objectives and assessment procedures.	The candidate provides evidence of assessment strategies; minimal connection to objectives and procedures.	The candidate provides specific evidence of formative and summative assessment strategies; assessments assess the objectives and procedures.	The candidate provides detailed, best practice strategies to formative and summative assessment; assessments clearly and effectively assess the objectives.
The candidate designs assessments that align with standards and learning objectives with uses assessment methods to minimize sources of bias that can distort assessment results. InTASC 8, VDOE 3 ACEI 3.2	The candidate provides no evidence that he/she designs assessments that match learning objectives with assessment methods or minimizes sources of bias that can distort assessment results.	The candidate provides little evidence that he/she designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	The candidate provides evidence that he/she designs effective assessments that closely match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	The candidate provides multiple pieces of evidence that he/she designs effective assessments that align learning objectives with a variety of assessment methods and minimizes sources of bias that can distort assessment results.
SECTION 4. ANALYSIS OF ASSESSMENT RESULTS				/8
The candidate analyzes test data to identify the impact of instruction on learning. InTASC 8, VDOE 3 ACEI 4.0	The candidate does not provide evidence of use of test data to understand the impact of instruction on learning.	The candidate provides minimal evidence of use of test data to understand the impact of instruction on learning.	The candidate correctly uses test data to examine the impact of instruction on learning.	The candidate examines multiple sources of data to understand the impact of instruction on learning for every learner.
The candidate reflects upon assessment results to plan additional relevant learning experiences. InTASC 9, VDOE 6 ACEI 4.0	The candidate describes rather than reflects on personal biases and does not access resources to create additional relevant learning experiences.	The candidate describes rather than reflects on personal biases and accesses some resources to create additional relevant learning experiences.	The candidate reflects on some personal biases and accesses a range of resources to create additional relevant learning experiences.	The candidate reflects candidly on a variety of personal biases and accesses a broad range of resources to create additional relevant learning experiences.
SECTION 5. APPENDIX				/4
Appendix includes authentic and appropriate documentation of collaboration, planning, instruction, assessment, and data analysis. InTASC 9, VDOE 6 ACEI 5.1	Appendix is missing.	Appendix includes minimal or inappropriate documentation of collaboration, planning, instruction, assessment, and/or data analysis.	Appendix includes authentic and appropriate documentation of collaboration, planning, instruction, assessment, and data analysis.	Appendix includes a thorough and appropriate authentic and appropriate documentation of collaboration, planning, instruction, assessment, and data analysis.

CRITICAL INCIDENT ANALYSIS: IMPACT ON STUDENT LEARNING ASSESSMENT TASK

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

This assessment is completed during EDCI 790. In the Elementary Education program, the Critical Incident Analysis Assessment Task is assessed by the instructor. The candidate must achieve a score of 3 to be successful on this assignment. If a candidate does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify gaps the candidate's ability to meet learning differences and to critically analyze and reflect upon an instructional episode and connections between situations they encounter and the broader social, political, and economic forces that can impact on student learning.

STANDARDS

- **InTASC Standards:** 2, 9
- **CAEP Standards:** 1.1, 1.2, 1.3, 1.5
- **VDOE Standards:** 2, 3, 4, 5
- **SPA Standards:** ACEI 1, 5.1

THEMES

- **Technology**

ASSESSMENT OBJECTIVES

- The candidate will use knowledge of learning differences and assessment to develop an instructional plan including a plan for assessing the learner progress.
- The candidate will use all three levels of critical reflection (technical, practical, and critical) to analyze an instructional episode to make connections between situations they encounter and the broader social, political, and economic forces that influence those events.
- The candidate will critically reflect upon a "critical incident" from a lesson and propose alternative ways of addressing the incident to affect future teaching.

RATIONALE

According to John Dewey (1933) reflection is an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions to which it tends. Critical reflection delves even more deeply. Critical reflection allows candidates to make teaching decisions based upon a conscious awareness and careful consideration of the assumptions on which the decisions are based, and the technical, educational, and ethical consequences of those decisions.

For this assessment, you'll apply Van Manen's (1977) three hierarchical levels of reflection to your holistic reflection, as explained in Yost, et.al (2000):

- **Technical reflection** focuses on effective application of skills and knowledge in the classroom so reflection focuses on analyzing the effects of strategies used. (Example: "Will using a timer help Susan stay focused on her work?")
- **Practical reflection** focuses on the assumptions underlying a specific practice and the consequences of that practice on learning. It implies the assessment of the educational implications of actions and beliefs. (Example: "Did using a 'flipped classroom' design allow my students to learn more, faster-than more traditional instruction?")
- **Critical reflection** includes emphases from technical and practical reflection and goes deeper. It focuses on questioning moral and ethical dimensions of decisions related, directly or indirectly, to the classroom. Candidates make connections between situations they encounter and the broader social, political, and economic forces that influence those events. (Example: "I wonder if creating structures that provide learners with more responsibility for their learning will make them more independent and self-motivated learners. And will these skills carry over into the real world?")

For this assessment, you'll also identify a "critical incident" from your own teaching. Brookfield (1990) noted that a "critical incident" is a 'vividly remembered event which is unplanned and unanticipated' (pg. 84). Reflecting upon a critical incident can affect change in: your thinking, your practice, your attitudes, and your understanding. A critical incident might be an interaction with a learner; it might be part of a teaching episode; it could be a parent interaction or just a solitary "ah-ha" moment. **For this assessment, your analysis will focus on what you learn from reflecting on a critical incident identified from a lesson.**

ASSIGNMENT DIRECTIONS

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

This assignment consists of two parts: (a) **the holistic reflection**, and (b) **the critical incident analysis**.

To complete this assignment you must develop a lesson plan and record the lesson* while teaching it. The lesson and the video will not be scored but will provide context during scoring the assessment. *(A videotape of the lesson will help identify the critical incident; however, if you are unable to videotape for any reason, completing this assessment for a lesson observed and transcribed or scripted by a mentor or supervisor so an incident can be identified, is an acceptable option.

Section 1: Holistic Reflection

Following the lesson presentation, write a reflective statement that includes technical, practical, and critical reflections related to your lesson. (See above for additional information.)

Section 2: Identify, Analyze, and Critically Reflect on a Critical Incident

From your recorded lesson, select a segment (~5-10 minutes in length) that contains a critical incident, an incident that did not go as you anticipated, causing you to adjust and/or rethink your instruction. Use the following to guide your description of and reflection on the critical incident captured that occurred during your lesson.

- a. Provide a brief description of what is happening in the selected clip. (A review of a videotape of the lesson will help identify the critical incident; however, if you are unable to videotape for any reason, completing this assessment for a lesson observed and transcribed or scripted by a mentor or supervisor where an incident can be identified, is an acceptable option.)
- b. Explain why this particular segment was selected.
- c. Analyze the critical incident using critical reflection strategies.
 - Propose alternative ways of handling the critical incident. You should draw upon your readings, knowledge of best practice, observations, and course work for support.
 - Summarize what was learned and how it will impact your future teaching.

SUBMIT: (a) the lesson plan for the recorded lesson, (b) the holistic reflection, (c) the critical incident video clip or a detailed description/transcript of the critical incident, and (d) critical reflection of the critical incident.

REFERENCES

Brookfield, S.D. (1990). Using critical incidents to explore learners' assumptions. J. Mezirow (Ed). *Fostering critical reflection in adulthood* (pp. 177-193). San Fransisco: Jossey-Bass Publishers.

Dewey, J. (1933). *How we think. A restatement of the relation of reflective thinking to the educative process* (Revised edn.), Boston: D. C. Heath.

Van Manen, M. (1977). Linking ways of knowing with ways of being practical. *Curriculum Inquiry*, 6, 205-228. <http://www.jstor.org/stable/1179579>

Yost, D.S., Sentner, S.M., Forlenza-Bailey, A. (2000). An Examination of the Construct of Critical Reflection: Implications for Teacher Education Programming in the 21st Century, *Journal of Teacher Education*, 51:1, 39-49.
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CRITICAL INCIDENT ANALYSIS: IMPACT ON STUDENT LEARNING ASSESSMENT TASK RUBRIC

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

This assessment is completed during EDCI 790. In the Elementary Education program, the Critical Incident Analysis Assessment Task is assessed by the instructor. The candidate must achieve a score of 3 to be successful on this assignment. If a candidate does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify gaps the candidate's ability to meet learning differences and to critically analyze and reflect upon an instructional episode and connections between situations they encounter and the broader social, political, and economic forces that can impact on student learning.

SCORING GUIDELINES

- **4 (Exceeds Standard):** Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.
- **3 (Meets Standard):** This is the **TARGET** score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.
- **2 (Approaching Standard):** Candidates receive this score when their understanding and effort does not meet the target but shows basic understanding of the content being assessed.
- **1 (Does Not Meet Standard):** Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
SECTION 1. HOLISTIC REFLECTION				
<p>The candidate uses a variety of data to evaluate the outcomes of teaching and learning to adapt planning and practice.</p> <p>InTASC 9 VDOE 6 ACEI 5.1</p>	<p>The candidate uses either a single data point to evaluate the outcomes of teaching and/or does not address their analysis and insights to adapt planning and practice for subsequent learning.</p>	<p>The candidate uses limited data points to evaluate the outcomes of the learning experience, and/or provides limited strategies and insights to adapt planning and practice for subsequent learning experiences.</p>	<p>The candidate uses a variety of data points to evaluate the outcomes the learning experience and also a variety of learning strategies and insights to adapt planning and practice for subsequent learning experiences.</p>	<p>The candidate uses a variety of data points to evaluate the outcomes the learning experience. The candidate selects a variety of learning strategies and insights to adapt planning and practice for subsequent learning experiences.</p> <p>The candidate provides detailed rationale for the selection of strategies and the adaptation of instructional practice.</p>
<p>The candidate uses ongoing analysis and reflection to improve planning and practice.</p> <p>InTASC 9 VDOE 6 ACEI 5.1</p>	<p>There was no evidence that the candidate used ongoing all three levels of analysis and/or reflection to improve planning and practice.</p>	<p>The candidate used all three levels of analysis. However, the analysis is superficial and reflection is not at a critical level to improve planning and practice.</p>	<p>The candidate uses all three levels of analysis and critical reflection in an in-depth manner, to improve planning and practice.</p>	<p>The candidate effectively used all three levels of analysis and critical reflection to improve planning and practice. Additionally, the candidate analyzed and anticipated/predicted the impact that changes in strategies and practice would have on learners in subsequent experiences</p>

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
SECTION 2. CRITICAL INCIDENT ANALYSIS AND REFLECTION				
<p>The candidate critically reflects on a critical incident based on the cause and effect relationship between underlying issues and motivators that impact learning.</p> <p>InTASC 9 VDOE 6 ACEI 5.1</p>	<p>The candidate does not reflect at a technical or practical level.</p>	<p>The candidate makes an inaccurate or incomplete critical reflection of the critical incident by identifying poorly matched underlying issues and motivators impacting learners.</p>	<p>The candidate makes a complete critical reflection of the critical incident based on the cause and effect relationship between underlying issues and motivators impacting learners.</p>	<p>The candidate makes a complete critical reflection of the critical incident based on the cause and effect relationship between underlying issues and motivators and includes reflection, and problem-solving strategies to improve instruction.</p>
<p>The candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences.</p> <p>InTASC 9 VDOE 6 ACEI 5.1</p>	<p>There was no evidence that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.</p>	<p>There was minimal evidence that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.</p>	<p>The candidate identifies examples of possible options to effectively engage in ongoing learning opportunities to plan to improve teaching and learning.</p>	<p>The candidate identifies specific evidence of strategies to effectively engage in ongoing learning opportunities to plan to improve teaching and learning that directly relate to the critical incident.</p>
<p>The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of instruction.</p> <p>InTASC 9 VDOE 6 ACEI 5.1</p>	<p>There is no evidence that the candidate reflects on his/her personal biases. The candidate did not access resources to deepen his/her own understanding of individual differences.</p>	<p>The candidate provides evidence that he/she reflects at the technical level on his/her personal biases and accesses resources to deepen his/her own understanding of limited individual differences.</p>	<p>The candidate provides evidence that he/she critically reflects on personal biases and accesses appropriate resources to deepen his/her own understanding of a variety of individual differences.</p>	<p>The candidate provides evidence that he/she critically reflects on personal biases and accesses multiple resources to deepen his/her own understanding of a variety of specific individual differences.</p>
<p>The candidate uses knowledge of individual differences to build relationships to create more relevant learning experiences.</p> <p>InTASC 2 VDOE 1 ACEI 1</p>	<p>The candidate does not build relationships and does not create relevant learning experiences for learners.</p>	<p>The candidate builds relationships and creates relevant learning experiences for some learners.</p>	<p>The candidate builds relationships and creates relevant learning experiences based upon the knowledge of individual learner differences.</p>	<p>The candidate builds relationships and creates relevant and authentic learning experiences based upon the knowledge of specific individual learner differences.</p>

