EDCI 793 – Section 001
Internship in Education - ESL

6 Credits - **Spring 2020**
Meets Daily at School Sites

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Prerequisites/Corequisites

Completion of all licensure courses, passing scores on PRAXIS Core (or SAT or ACT) Math, PRAXIS II ESOL, & VCLA

University Catalog Course Description

Intensive, supervised clinical experience for full semester in accredited school. Students must register for appropriate section.

Course Overview

The Graduate School of Education (GSE) prepares teacher licensure candidates to be reflective practitioners who use research-based practices and are responsive to diversity. Field experiences and teaching internships are an integral part of coursework and are significant opportunities for candidates to apply new knowledge, skills and dispositions in their teaching field.

Virginia state licensure for English as a Second Language (ESL) teachers at the PreK-12 levels requires teacher candidates to conduct teaching internships at both elementary and secondary levels. Since the teaching internship is a 6-credit, one semester requirement, the state mandate to do internships at two separate age/grade levels (and schools) limits the Teacher candidate to approximately 8 weeks at each level, except in cases of On-the-Job Interns, where candidates have received a provisional license to teach in a school while conducting the internship. In these cases, the intern will spend 20 hours observing teachers at a different grade range than the one she is teaching in. For example, an ESL teacher hired at an elementary school would need to make 20 hours of observation at a high school during the internship.

EDCI 793, *Internship in Education,* is the final course and culminating experience in Mason's state-approved ESL teacher licensure program. It provides opportunities for extended practice under the guidance of experienced professionals from the schools and university. Such professionals in the schools are called *Mentor teachers* (MT), except when they have been trained as clinical faculty to assume more responsibility for supervision of teacher candidates. The *University Supervisor (US)* may be full-time or adjunct faculty.

The purpose of this *syllabus* is to provide guidance to the teacher candidate, the University Supervisor, and the Mentor teacher regarding procedures and required documentation for the ESL teaching intern. This syllabus does not purport to provide detailed assistance on planning, teaching, observation, supervision, or evaluation. These are covered in the ESL Teaching Internship Manual and other materials and training provided to members of the Teaching Internship team.

Many problems can be avoided by following instructions in this syllabus and in the internship manual and by seeking assistance early. Always try to solve a problem as close to the source as possible. If that is not possible, respect the lines of communication and authority in the school and university. For example, students should work with their Mentor teachers, principals, and On-site Supervisor before seeking help from the university supervisor. However, faculty and staff of the *Teaching Culturally, Linguistically Diverse & Exceptional Learners* program are available to provide information and assistance to all members of the student teaching team.

Course Delivery Method

The internship requires each candidate to work each day with Mentor Teachers and ESL students each day while being evaluated jointly by the Mentor Teacher and University Supervisor. <u>All interns will begin and end the school day at approximately the same time as the Mentor Teacher.</u> The only exception would be where the intern chooses to participate in before- or after- school programs where the Mentor Teacher may not participate.

Teacher candidates can be either *Traditional* or *On-the-Job* Candidates. *Traditional* candidates are pre-service teachers who go into another teacher's classroom to learn from that teacher and take on that teacher's responsibilities for teaching. *On-the-Job* (OTJ) candidates, on the other hand, have been hired by a school system under a Provisional License and will be working independently in their own classrooms.

<u>*Traditional* teacher candidates</u> in the ESL PreK-12 program will spend half of their internship period at the elementary grade level (K-6) and the remaining half at the secondary level (7-12). This will typically require a change of school.

<u>*On-the-Job* teacher candidates</u> have been hired by a school system under a Provisional License and will be required to conduct their entire Internship at their school of employment. However, because they will be teaching at either the elementary or secondary level, they <u>will also be required by the state and the college to observe students at a different school for a minimum of 20 hours during the on-the-job internship. This will entail leaving their own classrooms to observe teachers working with students at a different grade level</u>. For example, an OTJ candidate hired to work in a high school will be required to observe an ESL teacher in an elementary school during the Teaching Internship. On-the-Job candidates should make arrangements with their principal or supervisor to complete required observation hours. Hours can be completed by utilizing early release days, planning periods, or by taking leave.

<u>The Teacher Candidate begins by observing the ESL teacher and general education or content teachers and co-teaching with any of these teachers</u>. The purpose of conducting preliminary observations during Week 1 is to familiarize the candidate with the content of instruction in the ESL and various content or general education classrooms to see how each teacher differentiates instruction (or does not) for ESL students, to introduce the candidate to the nature of learning challenges posed to ESL students in both ESL and content-area classrooms (by *shadowing* an ESL student), and to generate ideas for conducting the Classroom-Based Assessment (CBA) Project.

The *Traditional Teacher candidate* will gradually assume responsibility for each class until he/she carries a full teaching load for a minimum of 4 weeks. Toward the end of the assignment, the Teacher Candidate gradually returns responsibility for instruction of each class to the ESL teacher. During the transition periods before and after independent teaching, the Mentor teacher and the Teacher candidate may co-teach or share responsibility for specific periods or subjects.

Teacher candidates should always progress at a rate appropriate to their preparedness to assume responsibility for instruction.

Changing to OTJ Internship while in Traditional Internship -In the event that a traditional teaching candidate is offered a full-time contract position with a local school division during the internship, he/she may not switch to an on-the-job (OTJ) internship. The candidate must withdraw from the traditional internship and may apply for an OTJ internship in a future semester.

Mason requires 300 clock hours of teaching, including 150 clock hours of direct teaching. This commitment is a **full-time,** 16-week experience. These requirements exceed state licensure requirements. An extended period of supervised teaching provides better preparation and is protection against contingencies such as illness or other interruptions. **Traditional teacher candidates** are expected to complete the full semester in two different schools (elementary & secondary). The remaining 150 hours must address indirect teaching, such as lesson planning, parent conferences, or attending faculty meetings or professional development sessions.

On-the-job interns completing 300 hours BEFORE the end of the semester are required to continue in the internship until the last day of the semester; OTJ candidates are not allowed to conclude the internship before the last day of the university semester.

During the Internship, each candidate will complete a minimum of 150 hours of direct and independent teaching in his/her classroom for each placement (i.e. 75 hours in a K-6 classroom plus 75 hours in a 7-12 classroom for Traditional Interns). This is an incremental transition of accepting responsibility during the 8 -16 week placement in which the Mentor teacher slowly decreases their active role and the candidate takes control of the classroom. Then, as the candidate transitions into the second placement or completion of the Internship, the Mentor teacher will gradually resume full control of the classroom.   The Mentor teacher and Teacher candidate will work towards a mutually agreeable schedule to complete the required direct teaching in each placement.

In addition to classroom time, teacher candidates are expected to participate in school-based activities such as after-school programs, school open house or back-to-school night, or other non-teaching responsibilities as required by the school or the University.

Teacher candidates are expected to complete the full semester of the Internship. The Director of the Division of Advanced Professional Teacher Development & International Education may approve early termination based upon the recommendation of the University Supervisor and Mentor teacher.

Based on the time commitment and performance expectations for this internship, no intern will be approved for holding an additional part-time job or taking a course while enrolled in the internship. This will protect interns from physical, emotional, and cognitive overload and increase the likelihood that they will do their best work each day and be able to respond to constructive feedback in a timely manner so as to become more effective teachers.

LEARNER OBJECTIVES

This internship is designed to enable candidates to:

1. Plan and implement a variety of research- and standards-based lessons and instructional activities that meet students' learning needs;

2. Teach the academic language of the content areas, providing scaffolding for student learning, such as modeling tasks and providing step-by-step directions;

3. Use digital resources to engage students and promote their learning;

4. Use knowledge of students' native cultures to plan activities that motivate their participation;

5. Check for learner comprehension and identify areas needing more or different instruction;

6. Identify productive approaches to managing disruptive or unengaged students;

7. Design and use formative, classroom- and performance-based assessments to monitor student learning and direct instruction;

8. Engage in self-assessment to identify areas of strength and needed improvement, respond appropriately to constructive feedback, and plan for professional development;

9. Apply knowledge of school, district, and governmental policies and legislation to advocate for ELLs; and

10. Use professional behavior to collaborate with school-based Mentor Teacher, school administrators, and University Supervisor and in order to promote learning and advocate for ELL students.

PROFESSIONAL STANDARDS (TESOL/CAEP)

This teaching internship has been aligned with the *Standards for Initial TESOL PreK-12 Teacher Preparation Programs* (2018), *the Interstate New Teacher Assessment and Support Consortium (InTASC) Standards,* and the *VDOE Technology Standards*. These standards represent principles that should be present in all teaching environments, regardless of subject or grade level, and serve as a framework for the systematic reform of teacher preparation and professional development programs. The standards aim to provide consistency in teacher education programs across the country in terms of what ESOL teachers need to know and be able to do (i.e., knowledge, skills, and dispositions to effectively teach of culturally and linguistically diverse students).

This internship includes two common assessments developed by the College of Education and Human Development to assess candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our program's performance on national accreditation standards (CAEP).

Upon completion of this internship, candidates will have met the following professional standards:

TESOL Standards

STANDARD 3: PLANNING AND IMPLEMENTING INSTRUCTION

Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.

STANDARD 4: ASSESSMENT AND EVALUATION

Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.

STANDARD 5: PROFESSIONALISM AND LEADERSHIP

Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

InTASC Standards

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

VA Dept. of Education Technology Standards

1. The candidate engages in ongoing professional growth related to the use of innovative instructional strategies that integrate digital technologies.

2. The candidate uses digital tools to obtain feedback and to collaborate in ways that allow for reflection on educational topics to improve teaching and learning.

3. The candidate promotes 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.

4. The candidate models the use of technology to communicate, created appropriate digital content, (including tools and resources that meet local, state and/or federal policies), collaborates, and solves problems.

5. The candidate cultivates and manages his/her digital identity and reputation and displays awareness of the permanence of his/her actions in the digital world.

6. The candidate assists students in selecting and using appropriate and available digital tools for learning, creating, problem solving, and communicating.

7. The candidate incorporates learning strategies that use 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.

8. The candidate uses a variety of formative and summative assessments that leverage the power of technology to provide immediate and specific feedback, and offers alternative learning paths to students including competency-based approaches.

9. The candidate demonstrates the ability to choose and use digital technologies including hardware, software and web-based resources to support classroom instruction, including basic computing operations such as accessing accounts, selecting appropriate applications to performing tasks, file management and web navigation.

10. The candidate demonstrates the ability to troubleshoot typical classroom technologies.

RECOMMENDED TEXTS

Jacobs, G. M. & M. A. Power (2016). *The teacher's sourcebook for cooperative learning.*   Skyhorse Publishing.

Kagan, S. & M. Kagan. (2015). *Kagan Cooperative Learning.* Kagan Cooperative Learning.

Modified Guided Reading: Gateway to English as a Second Language and   Literacy Learning by Avalos, M. A., Plasencia, A., Chavez, C., & Rascón, J   (2007), *Reading Teacher, 61*(4), 318-329.

The Next Step in Guided Reading (2009) by J. Richardson, Scholastic.

Collaboration & Co-Teaching: Strategies for English learners (2010) by A. Honigsfeld & M. G. Dove, Corwin Press.

Culturally Responsive Standards-Based Teaching: Classroom to Community & Back (2011) by S. Saifer, K. Edwards, D. Ellis, L. Ko, & A. Stuczynski.

Culturally Responsive Teaching. (2010) by G. Gay, Teachers College Press.

Evertson, C. M. & Emmer, E.T. (2016). *Classroom Management for Elementary   Teachers* (10th Ed.). New York: Pearson.

Emmer, E.T. & Evertson, C. M. (2016). *Classroom Management for Middle and High School Teachers* (10th Ed.). New York: Pearson.

Thompson, J. G. (2013). *The first-year teacher's survival guide: Ready-to-use   strategies, tools and activities for meeting the challenges of each school day*. 3rd Ed. San Francisco, CA: Jossey-Bass.

Course Performance Evaluation

Teacher candidates are expected to submit all evaluation documentation on time in the manner outlined by the lead faculty member and in the ESL Teaching Internship Manual.

Assignments

- **Log of Hours:** Teacher candidates keep a daily log of hours specifying hours spent in direct teaching activities, indirect teaching activities, and other school-based activities. The MT should verify and sign the Log of Hours on <u>at least a weekly basis</u>. <u>A subtotal of hours is calculated and submitted to the University Supervisor at the midterm or end of first placement, and a total sum of hours is submitted at the end of the semester.</u>

- **Weekly Feedback Log:** Teacher candidates complete Part I of the Progress Report once every two weeks, give it to the Mentor teacher for completion of Parts 2 and 3, and submit it to the University Supervisor at each Formal Observation.

- **Lesson Plans:** <u>For all direct teaching activities</u>, the teacher candidate will provide lesson plans for review by the Mentor teacher. The Teacher candidate should also submit draft lesson plans for the Formal Observation to the University Supervisor <u>AT LEAST 48 HOURS PRIOR TO THE FORMAL OBSERVATION</u>. The format should follow that of the *Lesson Plan Template* found in the ESL Teaching Internship Manual. <u>The only lesson plans to be turned in to the University Supervisor are those used during the Formal Observations by the US </u>(use file-naming protocol for electronic files – see instructions for lesson plans and CBA Project).   As part of each Formal Observation conducted by the University Supervisor, the MT & US will each independently rate the planning and instructional ability of the Teacher candidate using the *Lesson Plan Rating Scale*, compare scores and agree on a final total score.

- **Formal Observations:** Candidates will arrange to independently teach a group of students for a 60 – 90 minute period. Candidates working with MTs who do pull-out sessions with small groups for 30 minutes at a time will arrange to work with two groups consecutively during the Formal Observation. University Supervisors conduct observations using the *Formal Observation Report* form for each teacher candidate at least four times during the entire Internship. These observations should be distributed at equal intervals, approximately every two weeks, preferably with two observations being made in each semester half. <u>Observations should be of different classes or subject areas whenever possible</u>. University Supervisors will discuss results with the teacher candidate and MT during the Formal Observation meeting.

- **Videos of Teaching:** Teacher candidates will submit <u>two video recordings of 20 – 30 minute</u> teaching segments in <u>Weeks 4 and 12</u> for feedback from their University Supervisor and based on previous feedback for areas of needed improvement.

- **Mid-Term & Final Evaluations - Analytic Rubric for Evaluation of ESL Teacher Candidates.** The University Supervisor completes a mid-semester and end-of-semester evaluation of each Teacher Candidate using two separate scoring rubrics after reaching consensus with the Mentor teacher. Signatures are necessary to verify consensus and that the form has been reviewed by the Teacher candidate.

- **InTASC Standards & VA Technology Rubrics** – one of the College's Common Assessments, the InTASC and technology scoring rubrics will be used to evaluate candidates at the mid-term and end of semester on qualifications for teaching and use of technology.
- **Assessment of Dispositions** – another CEHD Common Assessment, candidates will be assessed on a range of professional behaviors, such as responsiveness to feedback and taking the initiative in problem-solving at the mid-term and end of semester.

Other Requirements

Attendance: Teacher candidates maintain the same school arrival and departure schedule as their Mentor teachers, with the contract day as the minimum but not the norm. They follow the school's calendar, not the university calendar, until the end of the Mason semester.

Absences: Teacher candidates follow school division policy regarding notification of absences for illness or other emergencies. The Mentor teacher and principal must approve all absences (except emergencies) in advance. **The University Supervisor must be notified of all absences on the same day as they occur**, by email and by phone. Time missed in excess of three days usually must be made up in order to provide sufficient time for independent teaching or other experiences.

School Dress Code: Teacher candidates are required to obtain information on and follow the school dress code for teachers.

Substitute Teaching: Teacher candidates are not allowed to be employed (except for On-the-Job Interns at their school) or paid as substitute teachers.

Professional and Legal Responsibilities: Teacher candidates are expected to meet professional standards in every respect, including personal appearance and behavior. Personal commitments are no excuse for failing to fulfill all duties and responsibilities of the Teaching Internship. Outside employment is not allowed during the Teaching Internship. Teacher candidates are legally responsible for exercising reasonable care for their ESL students' welfare and for complying with federal, state, and local policies and regulations. This is best accomplished through careful study of the school's Teacher Handbook and through guidance from teachers or administrators. Special attention should be given to responsibilities and procedures for dealing with suspected child abuse.

Confidentiality of Records: School Divisions and Mason policies regarding student records will be followed. A Teacher candidate's evaluation may be shared with the Mentor teacher, University Supervisor, and administrators until the University Supervisor submits the Teacher candidate's cumulative folder to the Office of Academic and Student Affairs. After that time, access will be in accordance with the Privacy Act. No materials will be released for employment purposes other than for verification of meeting licensure standards.

Blackboard: Every student registered for any TCLDEL course with a required performance-based assessment is required to post it and be evaluated through Blackboard. In this internship, candidates will upload **lesson plans** to Blackboard, and University Supervisors and Mentor Teachers will complete the *Lesson Plan Rating Scale*, the *Analytic Scoring Rubric for Evaluation of ESL Teacher Candidates,* the *InTASC & Technology Scoring Rubrics*, and the *Assessment of Dispositions Rubric*. Failure to submit the assessment to Blackboard will result in the instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Additional REQUIREMENTS by VA Dept. of Education

- Hands-on training as part of <u>CPR/First Aid/AED certification</u> required BEFORE applying for their teaching license.
- <u>Complete the VDOE Dyslexia Awareness training module</u> required for teacher licensure.

Videos of Teaching & Required Seminars

Teacher candidates will submit <u>two video recordings of 15 - 20 minute</u> teaching segments in <u>Weeks 4 and 12</u> for feedback from University Supervisors. <u>Weeks 4 and 12 are firm deadlines</u>, set to allow for feedback from the University Supervisor BEFORE mid-term or final performance evaluation. The US will provide feedback for improvement after she receives the candidate's email notifying her that he/she has uploaded a teaching video to Blackboard.

Along with the video, Teacher Candidates will upload to Blackboard <u>a 1-page description setting the scene or providing the context (time of day, age group, level of proficiency, target learning goal) and ONE goal for improvement</u> that he/she has set for him/herself based on previous feedback from your MT and US. What was the recorded lesson meant to accomplish for the intern and for the students? What does it demonstrate about the candidate's teaching? Based on the video, <u>what would the candidate like to be able to do more effectively</u>?

Q: What technology will I need?

A: Any video source—smart phone, pad/tablet, video camera. Candidates wil download the video to a PC or laptop and then upload the video file to the *Assignments* tab on Blackboard using instructions for uploading videos with <u>Kaltura</u> at the following link:
https://its.gmu.edu/service/kaltura/

Q: What permissions will I need to videotape in my classroom?
A: Most area school divisions have media opt-out releases for students in their classrooms (leaving it to families to opt out of photographs/ videotapes that might be viewed in public contexts), so permissions are rarely a concern . Teacher candidates should discuss video-recording activities with their cooperating teachers to be sure they are not capturing video of students who have opted out. Recordings will tend to focus on the teacher candidate rather than on students, so it is reasonable to avoid taping the faces of any K-12 students in short video segments.

Required Seminars
Teacher candidates are required to attend <u>monthly seminars</u> conducted throughout the semester on topics of direct relevance to their teaching. Seminars are typically conducted on Weds. evenings. Topics to be addressed, based on feedback from previous ESL interns, include: *classroom management, cooperative learning, culturally-responsive instruction, and dealing with tramautized immigrants or refugees*.

Grading Policy

All assignments are required for a *Satisfactory* grade; requirements are not assigned different weights or percentages, but all scores must be at a Level 3 or above.

Assignment/Assessment Description	Standards Addressed
Log of hours	State requirement
Lesson Plan Rating Scale – 4 Lessons	TESOL 3, 4
Analytic Scoring Rubric for Evaluation of ESL Teacher Candidate - Mid-Term & Final	TESOL 3, 4, 5
InTASC Scoring Rubric – Mid-term & Final	InTASC Standards 1 – 10 VA Technology Standards 1 - 10
Assessment of Dispositions – Mid-Term & Final	
Certification Form for OTJ ESL Tchr Candidates	State requirement

The Graduate School of Education has approved the following grading policy for EDCI 790, the Teaching Internship:

1. The grading scale will be <u>*Satisfactory (S), No Credit (NC),*</u> or <u>*In Progress (IP)*</u> in accordance with university policy for Internships and GSE policy for counseling and administrative Internships.

2. The <u>Mentor Teacher and the University Supervisor</u> will jointly determine the interim and final grades after consultation. If the MT & US cannot agree on a final grade, the Director of the Division of Advanced Professional Teacher Development & International Education will determine the grade based on a review of the documentation and, in some cases, observation of the candidate's performance.

3. A Teacher candidate who receives total combined <u>scores below the MEETS STANDARDS level</u> on the *Analytic Scoring Rubric for Evaluation of ESL Teacher Candidates or InTASC & Technology Scoring Rubrics* <u>will not be recommended for a state teaching license</u> until he/she repeats all or part of the internship with a grade of S (this may require re-enrolling and paying tuition for additional credit hours in a subsequent semester.)

4. A Teacher candidate whose performance cannot be evaluated at the end of the grading period will receive a grade *of IP*. An *IP* grade will be changed to *S* or *NC* before the beginning of the next semester.

5. In some cases, a grade of *NC* may be accompanied by a recommendation that the student not be allowed to repeat the Teaching Internship. In such cases, the student will be counseled out of the licensure program, although not necessarily out of the degree program.

6. **LATE WORK POLICY**- At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be considered under evaluation for Professionalism.* If candidates have any extraordinary circumstances that prevent them from submitting work in a timely manner, it is their responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete the work. *It is up to the discretion of the instructor to approve the late/makeup work.*

7. **LAPTOP/CELL PHONE POLICY -** Laptop use is permitted at the discretion of the instructor and for specific purposes as determined by the Mentor Teacher. Cell phones must be turned off/silenced during class periods but may used during breaks. Teacher candidates must follow school site regulations regarding teacher and student use of cell phones and laptops in school and in the classroom.

Teaching *Schedule & Timeline A* for <u>Traditional Candidates</u>

Working with your MT, use the table below to schedule a gradual transition to your independent teaching and dates for your Formal Observations.

Weeks*	Teacher Candidate (TC)	Mentor Teacher (MT)	University Supervisor (US)
1 - 2	Observe MT & several content teachers for differentiation strategies and classroom management approaches *(shadow* several ESL students to their content or general education classrooms). Learn about WIDA language proficiency testing schedule and how student scores are used to place students into the ESL program Plan short lessons to co-teach, lead small groups **Complete Weekly Feedback Logs**	Orient Intern to school Facilitate observations of other teachers and classrooms Plan short lessons with Intern Allow Intern to co-teach and to work with small groups or individuals Provide feedback on Intern's teaching skills **Complete Weekly Feedback Logs**	Meet with Intern, MT, & AP in charge of ESOL Schedule observations Explain, clarify, answer questions, especially required documentation
2 - 3	Plan longer lessons, reflect on the lessons presented Participate in student-related activities Take responsibility for teaching at least one class of students, then 2 and 3 classes Schedule Formal Observation #1/3** **Complete Weekly Feedback Logs** **Submit lesson plan to MT & US for feedback**	Assist TC in lesson planning and provide feedback Allow TC to do independent teaching with at least one class of students **Complete Weekly Feedback Log**	Conduct Formal Observation # 1/3 **Complete Formal Observation Report & Lesson Plan Rating Scale**
4 - 8	Take over total teaching responsibility in coordination with MT for at least 4 weeks During Weeks 7 and 8, gradually return all classes to the MT and freely observe other teachers Schedule Formal Observation #2/4 <u>Weeks 4 & 12:</u> Conduct video recording of teaching segment and upload to Blackboard for feedback **Complete Weekly Feedback Logs, Log of Hours, online evaluation forms** **Submit lesson plan to MT & US for feedback**	Assist TC in taking over total teaching responsibility of classes agreed upon During Weeks 7 and 8 gradually resume teaching responsibilities for all classes **Complete Weekly Feedback Logs, Mid-term or Final Evaluation Rubric, InTASC Rubric, Assmt. of Dispositions with US, and online evaluation forms**	Conduct Formal Observation # 2/4 **Complete Formal Observation Report & Lesson Plan Rating Scale, Mid-Term or Final Evaluation Rubric, InTASC Rubric, Assmt. of Dispositions with MT, and online evaluation forms**

*Items in **red** indicate documents due to the University Supervisor.
**4 Formal Observations should be scheduled in Weeks 3-4, 5-7, 10 - 11 and 13-14 of the Internship.

Teaching Sc*hedule & Timeline B* for <u>On-the-Job Candidates</u>

Weeks*	Teacher Candidate (TC)	Mentor Teacher (MT)	University Supervisor (US)
1 – 2	Meet MT & content teachers who work with your ESL students Observe your MT teach her own and perhaps your class Ask MT to cover your class while you (1) observe content or grade-level teachers for differentiation strategies and classroom management approaches and (2) *shadow* at least two ESL students Arrange to observe in an elementary school if you are teaching at the secondary level (and vice versa) Learn about WIDA language proficiency testing schedule and how your own students' scores are used for placement in the ESL program **Complete Weekly Feedback Logs**	Orient TC to school Facilitate observations of other teachers and classrooms Provide feedback on lessons created by the intern **Complete Weekly Feedback Logs**	Meet with Intern and MT Schedule observations Explain, clarify, answer questions, especially required documentation
2 – 3 & 11 - 12	Continue drafting lesson plans and getting feedback from MT Schedule Formal Observations **Complete Weekly Feedback Logs** **Submit lesson plan to MT & US for feedback**	Provide feedback & suggestions on lesson plans, assessments, & classroom management **Complete Weekly Feedback Logs** **Complete Lesson Plan Rating Scale**	Conduct Formal Observations #1/3 **Complete Formal Observation Report & Lesson Plan Rating Scale**
4 – 8 & 13 - 16	Schedule Formal Observations **Weeks 4 & 12:** Conduct video recording of teaching segment and upload to Blackboard for feedback **Complete Weekly Feedback Log** **Submit lesson plan to MT & US for feedback** **Complete Log of Hours & all evaluation forms**	Provide feedback & suggestions on lesson plans, assessments, & classroom management **Complete Weekly Feedback Logs, Lesson Plan Rating Scale, Mid-Term or Final Evaluation Rubric, InTASC Rubric, Assmt. of Dispositions, and online evaluation forms**	Conduct Formal Observations # 2/4 **Complete Formal Observation Report & Lesson Plan Rating Scale, Mid-Term or Final Evaluation Rubric, InTASC Rubric, Assmt. of Dispositions, and online evaluation forms**

*Items in **red** indicate documents due to the University Supervisor.

**4 Formal Observations should be scheduled in Weeks 3-4, 5-7, 10 - 11 and 13-14 of the Internship.

SPECIAL ASSISTANCE FOR TEACHER CANDIDATES

Teacher candidates will occasionally need special assistance and extraordinary arrangements to complete their licensure programs successfully. In such cases, the Teacher Candidate, University Supervisor, Mentor Teacher, and School Principal will collaborate to develop an individualized plan. The Director of Academic Operations, Office of Academic and Student Affairs will involve the Teacher Candidate's Academic Advisor and must approve the plan.

Some special supports include:

- Arranging for observation of another candidate or a teacher who models the skills which the candidate needs to demonstrate, followed by a conference.

- Changing a placement within the school to provide a better match of candidate and Mentor teacher.

- Changing a placement to another school if a suitable alternative placement is not available in the same school.

- Modifying the schedule for independent teaching to begin more gradually and/or to add days.

- Providing special experiences during the period after independent teaching in order to address areas needing improvement.

- Referring the candidate to GMU's Counseling and Psychological Services (CAPS) for personal or therapeutic support.

- Referring the candidate to GMU's Office of Student Financial Aid (OFSA) for advice.

- Referring the candidate to GMU's Student Health Services or another source of medical assistance.

- Facilitating conferences with the candidate's academic advisor and/or course instructors.

- Advising the candidate that it is in his/her best interests to repeat all or part of an Internship in the following year.

Log of Hours

Before filling in this form, please make copies needed for the entire internship period.

Name of Tchr. Candidate: _____ **School:** _____

Log Sheet #_____ of_____ (e.g., *1 of 3)*

Verified by Mentor Teacher: _____
(Signature)

Reviewed by University Supervisor: _____
(Signature)

Date	Hours of Direct Teaching[1] 150 for OTJ 75 + 75 for Trad	Hours of Indirect Teaching[2] 150 for OTJ 75 + 75 for Trad	Hours of School-Based Activities[3]	Comments

[1]**Direct Teaching** = Time spent directly interacting with students, whether co-teaching, independent teaching, working with small groups, or working one-on-one with a student. Candidates should aim for a variety of direct teaching experiences.
[2]**Indirect Teaching** = Time spent observing other teachers, planning, grading, attending faculty meetings, and other teaching-related experiences.
[3] **School-based Activities** = non-teaching duties occurring outside of school hours, such as parent open house or school multicultural nights.

Date	Direct Teaching	Indirect Teaching	School-Based Activities	Comments
Total Hours:				

Instructions for Completing *Log of Hours*

In Virginia, the application for <u>teacher licensure</u> requires reporting the amount of time spent in certain activities during the Teaching Internship. The state mandates <u>a minimum of 200 hours in supervised classroom experience</u>, of which <u>150 hours must be direct teaching hours</u> in teaching activities at the level of endorsement.

The Mason state-approved program requires more than the state's minimum requirements. However, in unusual circumstances, the Director of Student and Faculty Services may approve termination of the Teaching Internship after a student meets minimum requirements.

Teacher candidates are encouraged to make daily entries of direct, indirect teaching, and school activity hours in their time logs. Logs should be verified by Mentor teachers before being submitted to the University Supervisor, typically at the mid-term and end of the semester.

<u>Direct Teaching</u> involves independent teaching of individuals, small groups, or whole classes. Independent teaching includes taking full responsibility for supervising and teaching according to plans developed by the Teacher candidate and approved by the Mentor teacher.

<u>Indirect Teaching</u> refers to time spent observing, planning, grading, attending faculty meetings, staff development, bus duty, parent conferences or other teaching-related experiences.

<u>School-based Activities</u> include non-teaching duties occurring outside of school hours, such as parent open house or school multicultural nights.

You can use the *Comments* column to make brief notes about unusual circumstances such as state testing or field trips.

Hours are to be totaled by the Teacher candidate and each page of the log verified by the Mentor teacher and reviewed by the University Supervisor.

A separate log sheet should be started when working with a second (or third) Mentor teacher.

<u>During the final week of each school placement</u>, the Teacher candidate submits the log (which may require estimating for the final week) to the University Supervisor.

Weekly Feedback Log for Informal Observations by MT

Teacher Interns should be observed <u>while teaching independently at least twice each week for 30 – 60 minutes each time,</u> with the Mentor Teacher providing critical feedback for improvement using the items listed on the Lesson Plan Rating Scale and Formal Observation Report form found in this Internship Manual.

_____   _____

Teacher Candidate's Name   *Mentor Teacher's Name*

Day/Date observed by Mentor Teacher	Time of Day/ Class Name & Level	Critical Feedback & Next Steps

ESL Interns: Please arrange for weekly observation and feedback sessions from your mentor teacher, get his/her written feedback on this form (typed up as a Word doc), then send this file by email to your University Supervisor on Friday of each week during your 16-week internship.

Lesson Plan Template   *LESSON PLAN # _____*

ESL Interns: Please <u>use this format for each FORMAL OBSERVATION</u>. Send your draft lesson plan in this format to your MT & University Supervisor 48 hrs. in advance of your lesson.

Teacher candidate		School	
Subject		Grade	
Date		No. of Students	
Class Start Time		Student WIDA levels	
Class End Time			

1. **Objectives:**
    a. State what you expect the students to be able to do as a result of your lesson.
    b. List national, state, and local objectives.

2. **Materials:**
    a. List the books, equipment, and other materials to be used by the students.
    b. List the materials used by the teacher in teaching the lesson. This includes any equipment or technology tools.

3. **Learning Experiences:**
   The lesson plan should <u>provide a rationale as well as the activities to be observed</u> by the University Supervisor during each of four Formal Observations.

   For each part, <u>provide sufficient detail </u>to (a) <u>help the University Supervisor visualize the lesson from beginning to end</u>, (b) enable a substitute to teach the lesson with a minimum of preparation, and (c) enable you to reorient yourself should this be necessary during the process of teaching the lesson. <u>Give estimated times (in minutes) for each part of the lesson</u>.

    a. **Background Context:** Briefly describe (two to four sentences) <u>previous lessons and activities that students have already experienced</u> that have lead up to this lesson or are related to it.
    b. *(Estimate number of minutes the activity will take)* **Introduction:** Explain what you will do to introduce the lesson and tap students' prior knowledge. Indicate the <u>number of minutes</u> that you anticipate this will take.

    c. *(… estimated minutes needed for each activity)* **Learning Activities:** Describe what the teacher and students will do. Indicate the <u>number of minutes</u> that you anticipate each activity will take.
    d. *(… estimated time needed in minutes)* **Closure:** Explain <u>how you will close the lesson</u>. For example, what open-ended questions (not YES/NO questions) will you ask of the students to summarize the day's learning? <u> ALWAYS</u> <u>RESERVE THE LAST FIVE MINUTES OF THE LESSON TO CHECK ON STUDENTS' COMPREHENSION.</u>
    e. **Differentiation:** Describe <u>how you will adapt teaching techniques and materials</u> to facilitate learning by students at different levels of English proficiency.

4. **Assessment:** *MUST BE A WAY TO* <u>*RECORD* </u>*STUDENT LEARNING IN THIS LESSON*
   a. <u>Outline the procedures and criteria you will use in assessing each of the objectives</u> stated above.
   b. <u>ATTACH your assessment tool</u> (rubric, checklist, rating scale, format for anecdotal notes).

Efforts to Accommodate:

Visual learners_____

Auditory learners_____

Kinesthetic learners_____

Specials needs learners (Disabled and/or Gifted)_____

MOST IMPORTANT THING TO REMEMBER

A Lesson Plan is <u>a PLAN that you can deviate from any time you detect a "teachable moment."</u> That is, you stop to redirect the lesson when it is not going the way you planned it. For example, you may determine that students are not engaged or are resisting the task or activity so you <u>modify or stop the activity or begin the next one</u>. OR you may see that many students are struggling with the vocabulary for an activity, so you <u>stop and write the words on the board and model a word analysis task</u> – taking apart prefixes and suffixes and examining the root word. You will need to be attuned to how students are responding to your lesson in order to make changes as you go along.

<u>Your job is to bring the students along with you</u>, not to keep on going when you have lost the attention of the students.

Make sure to assign a name to your electronic file using the file-naming protocol below:

File-Naming Protocol - <u>During the ESL Teaching Internship, please <u>name each file submitted for feedback or for a score using the following protocol:</u>

 LAST NAME_FIRST INITIAL_Requirement Name_mmddyy

                              (Month Day Year of Date Submitted)

 EXAMPLE: VALDEZ_L_Lesson Plan 1_ 091418

GEORGE MASON UNIVERSITY

Certification Form <u>for On-the-Job</u> ESL Teacher Candidates

Required Observation of ESL Teacher(s) at Elementary or Secondary School

Semester/Year _____

Name of ESL On-the-Job Intern _____

Name of School and Level (e.g., Smith Elementary School) where Intern is assigned/working

_____

Name of ESL Teacher being observed_____

Name of School and Level being observed (e.g., Brown Elem. Schl.)

_____

Dates and Times Observed (for a total of 20 hours)

Date	Time

Signatures

_____   _____

ESL Teacher Intern   Date

_____   _____

ESL Teacher being Observed   Date

_____   _____

Principal for ESL Teacher being observed   Date

Lesson Plan Rating Scale *** Formal Observation # _____

University Supervisors and Mentor teachers will each score independently the Teacher Candidate's planning and instructional skills observed during the Formal Observation. Please compare scores (by phone, email, or in-person), and assign the scores that you both agree on. A passing score will be at least a total of 36 points with no single item less than a 2.

1 = Not Observed   **2 = Ineffectively**   **3= Effectively**   **4 = Highly Effective**

Score	1	2	3	4
BEFORE TEACHING				
1. Planned developmentally appropriate, research- & standards-based instructional activities based on language proficiency assessment results **(TESOL Standards 3a, 3b, 4a)**				
2. Planned for a multilevel classroom by incorporating appropriate scaffolding **(TESOL Standard 3a)**				
3. Used knowledge of culture and culturally-responsive materials to plan lessons that support learning **(TESOL Standard 3a)**				
4. Planned lessons focusing on integration of language through content **(TESOL Standard 3a)**				
5. Collaborated with Mentor Teacher (and others) to support learning of language and literacies in content areas **(TESOL Standard 3d)**				
6. Adapted relevant materials to promote student learning **(TESOL Standard 3e)**				
DURING TEACHING				
7. Used teaching activities that engaged the learners, including cooperative learning and interactive tasks **(TESOL Standard 3b)**				
8. Made appropriate adjustments to support student learning **(TESOL Standard 3c)**				
9. Checked for learner comprehension and made appropriate adjustments to support student learning **(TESOL Standard 3c)**				
10. Used digital resources to promote learning of language & literacies **(TESOL Standard 3e)**				
11. Used language proficiency assessment results to make appropriate instructional adaptations **(TESOL Standard 4a)**				
12. Recorded/documented formative assessment of student learning **(TESOL Standard 4b)**				

Teacher Candidate_____

Mentor Teacher _____University Supervisor _____

Date: _____School: _____

University Supervisor: Attach lesson plans and handouts to this page

Analytic Scoring Rubric for Evaluation of ESL Teacher Candidates   **Mid-Term** ☐**FINAL**   ☐

Name of ESOL Intern:_____   DATE_____

Teaching Skills	1 Does Not Meet Standard	2 Approaches Standard	3 Meets Standard	4 Exceeds Standard
Planning Instruction *(TESOL Standards 3a, 3b, 3c)*	Plans a teacher-centered classroom, does not differentiate instruction, does not address standards and does not reflect on teaching.	Plans activities that may not be research-based, do not differentiate instruction, or address either ESL or content-based standards, but may not reflect on teaching or make needed adjustments.	Plans research-based classroom activities with some differentiation, bases learning activities on both ESL and content-based standards, provides scaffolding for learning, and reflects on teaching but inconsistently makes necessary adjustments.	Plans developmentally appropriate, research-based instructional activities for multilevel classrooms that are supportive of linguistically and culturally diverse students, including those with special needs, bases learning activities on both ESL and content-based standards, provides a variety of scaffolding for learning, and reflects on teaching and consistently makes necessary adjustments.
Managing & implementing instruction *(TESOL Standards 3a, 3b, 3e)*	Does not use activities that integrate language skills and content objectives AND does not use digital resources.	Demonstrates a limited range of teaching activities that may address only language objectives OR does not use digital resources.	Demonstrates teaching activities that integrate language skills and content objectives, and uses digital resources to enhance learning.	Demonstrates a range of teaching activities that integrate listening, speaking, reading, and writing with content objectives, uses cooperative learning and a range of digital resource materials effectively, and provides access to the core curriculum.

Classroom Management Skills	Does not show respect for all students, is unable to manage conflicts and disruptive behavior, and applies consequences inconsistently.	Shows respect for all students but is frequently unable to manage conflicts and disruptive behavior and/or applies consequences inconsistently.	Ensures that most students are on task, shows respect for students, but may have problems managing minor conflicts or disruptive behavior effectively or applying consequences consistently, and sets and enforces high expectations.	Ensures that most or all students are on task, shows respect for students, prevents or manages conflicts and disruptive behavior, applies consequences consistently, and sets and enforces high expectations for each student.
Culture *(TESOL Standard 3a)*	Does not demonstrate knowledge about students' cultural values.	Demonstrates knowledge of students' cultural values and beliefs but does not incorporate these values into lesson plans or instructional activities.	Applies knowledge of students' cultural values and beliefs to promote student learning but may only occasionally integrate these into lesson plans or instructional activities.	Regularly integrates students' cultural values and beliefs into lesson plans and instructional activities to tap prior knowledge and promote student learning.
Classroom-based (formative) Assessment *(TESOL Standard 4b)*	Does not conduct formative assessments or use performance-based assessment tools.	Uses few formative assessment tasks and tools, or most are not performance-based, or some of these do not provide appropriate scaffolding, and/or does not analyze results to inform instruction.	Designs formative assessment tasks and tools based on classroom instruction but some may not be performance-based or may not provide appropriate or sufficient scaffolding, uses results appropriately to direct instruction.	Designs and administers formative, performance-based assessment tasks and tools based on classroom instruction and curriculum objectives, provides appropriate scaffolding, and uses results appropriately to direct instruction.
Responsibility *(TESOL Standards 3d, 5a)*	Consistently arrives late, comes unprepared, or does not follow school dress code. Does not participate in after- or before school activities.	May frequently be late or absent or comes unprepared or may not follow school dress code. Does not participate in after- or before school activities.	Arrives consistently on time, comes prepared for the task, and follows school's dress code. May participate in after- or before-school activities.	Arrives consistently early for each class or teacher meeting, comes fully prepared for the task at hand, participates in after- or before - school activities, and follows school's dress code.

Professionalism *(TESOL Standards 3d, 5a, 5c, 5d)*	Does not respond appropriately to feedback, does not communicate effectively with MT or US, delays in submitting required documentation, and/or does not collaborate with the MT.	Does not respond appropriately to feedback or does not communicate effectively with MT or US. May delay in submitting required documentation or may not collaborate effectively with the MT.	Uses self-reflection and responds well to feedback but may not consider professional practice or communicate effectively with MT or US and/or may delay in submitting required documentation, and works collaboratively with the MT.	Engages in self-assessment and reflection to respond to constructive feedback appropriately and develop professional practice, communicates promptly and effectively with both MT and US, submits documentation by required deadlines, and works collaboratively with the MT.
Leadership **(TESOL Standard 3d, 5a, 5b)**	Demonstrates lack of awareness of school, district, and governmental policies and legislation and does not apply them to advocate for ELLs.	Demonstrates awareness of school, district, and governmental policies and legislation but does not apply them to advocate for ELLs.	Applies knowledge of school, district, and governmental policies and legislation and consistently advocates for ELLs.	Effectively applies knowledge of school, district, and governmental policies and legislation, as well as collaboration strategies, to consistently advocate for ELLs.

To be completed by the Mentor teacher and University Supervisor <u>at MID-TERM and END of independent teaching</u> for each school placement.

Summary of Scores on Analytic Scoring Rubric for Evaluation of ESL Teacher Candidates

Please indicate __consensus scores__ between the Mentor teacher and University Supervisor on performance status of the Teacher candidate at mid- and end-of-semester.

Name of Intern:_____

School:_____Date_____

Scoring Category	Score *No half-points allowed (e.g., 3.5)*
1. Planning Instruction	
2. Managing & Implementing Instruction	
3. Classroom Management Skills	
4. Culture	
5. Classroom-Based Assessment	
6. Responsibility	
7. Professionalism	
8. Leadership	
TOTAL SCORE	

Performance Status: ☐ **Satisfactory** ☐ **Unsatisfactory**

Teacher candidates need to *meet* or *exceed* each standard in order to receive a passing grade on the Internship.

24 points = Meets Standard   **25 – 32 points = Exceeds Standard**

Comments: *Using the scores assigned for each area of the scoring rubric above, describe this ESL teacher candidate's areas of strength and weakness and what he/she needs to work on for the remainder of the semester.*

Signatures

_____   _____   _____
Teacher Candidate   Mentor teacher   University Supervisor

_____
Date

InTASC Scoring Rubric (common assessment)
College of Education and Human Development - George Mason University

Mid-Semester___   Final ___   Conference Date: _____

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 2 points during each semester and is completed jointly by the University Supervisor and Mentor Teacher. If the average score for all standards is less than 3, or any individual standard is less than 3, the clinical experience/internship may be extended and materials resubmitted per instruction from your University Supervisor and Internship Coordinator.

This Internship evaluation form was 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 standards is included in the first column of the rubric.

This assessment also meets the Virginia Department of Education (VDOE) Standards for the Professional Practice of All Teachers. Standards are tagged with the appropriate VDOE standard, as applicable. Virginia Department of Education's technology standards for educators are assessed at the end of this document.

Programs may choose to identify content knowledge and pedagogy standards that are met by the InTASC standards. If used, they are also identified in the appropriate rubric row.

Candidate

Mentor Teacher

University Supervisor

School		School Division	
Subject Area		Grade Level	
Year		Semester	

Standards:

*InTASC Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (*Interstate Teacher Assessment & Support Consortium)

CAEP Standards: 1.1, 1.2, 1.3, 1.4, 1.5

VDOE Standards: 1, 2, 3, 4, 5, 6

THEMES: Technology **Diversity** **College-and-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-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.

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.					
Performance	**1** **Does Not Meet** **Standard**	**2** **Approaching** **Standard**	**3** **Meets** **Standard**	**4** **Exceeds** **Standards**	**Evidence/Comments**
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. **VDOE 1**	Candidate displays little or no knowledge of the developmental characteristics of the age group.	Candidate displays partial knowledge of the broad developmental characteristics of the age group.	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.	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.	
1.2 The candidate designs and implements developmentally appropriate and challenging learning experiences that include the use of technology. **VDOE 2** **Technology** **Diversity**	Candidate lacks understanding how learners learn and does not seek information about developmentally appropriate learning experiences nor uses technology as an instructional tool.	Candidate recognizes the value of understanding how learners learn, but 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.	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.	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, small groups, and individual learners. Appropriate technologies are used to enhance learning, collaboration, and high order thinking.	
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.

Performance	1 Does Not Meet Standard	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards	Evidence/Comments
2.1 Candidate creates an environment that values individual differences and diverse cultures, and communities. **VDOE 1** **Diversity**	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.	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.	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.	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.	
2.2 Candidate ensures inclusive learning by addressing the needs of diverse learners. **VDOE 1** **Diversity**	Candidate does not monitor learning. Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some learners.	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.	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.	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.	

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.

Performance	1	2	3	4	Evidence/Comments

	Does Not Meet Standard	Approaching Standard	Meets Standard	Exceeds Standards	
3.1 Candidate organizes and manages face-to-face and virtual environments that support individual and collaborative learning. **VDOE 5** Technology College-and-Career- Ready	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 Candidate encourages positive social interaction, active engagement in learning, and self- motivation. **VDOE 5** College-and-Career- Ready	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.	

Comments/Goals:

CONTENT KNOWLEDGE-Also see SPA Standards.

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.

Performance	1 Does Not Meet Standard	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards	Evidence/Comments
4.1 Candidate understands the tools of	In planning and practice, candidate	Candidate is familiar with the important	Candidate displays solid knowledge of the	Candidate displays extensive knowledge of	

inquiry and structures of the discipline (*NOTE: Tools of inquiry ad structures of the discipline are content specific strategies for instruction, e. g. manipulatives in math, inquiry in science, primary sources in social studies, and personal narrative to English.*) **VDOE 1**	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.	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.	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.	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** **Diversity** 	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	**1** **Does Not Meet Standard**	**2** **Approaching Standard**	**3** **Meets Standard**	**4** **Exceeds Standards**	**Evidence/Comments**
5.1 Candidate connects concepts and uses different perspectives and digital resources to engage learners in critical thinking,	Candidate does not connect concepts, address different perspectives or digital resources to engage	Candidate connect concepts, addresses different perspectives or digital resources to engage learners but at a	Candidate connects concepts and addresses different perspectives and digital resources to engage learners higher-level learning in <u>at</u>	Candidate creates multi-disciplinary lessons and presents a range of multiple perspectives, including digital resources, to	

creativity, and collaborative problem solving. **VDOE 2** **College-and-Career-** **Ready**	learners in higher-level learning.	basic level of learning and recall.	least one of these higher –order skills: critical thinking, creativity, and collaborative problem solving.	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** **Diversity** **College-and-Career-** **Ready**	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.	
Performance	**1** **Does Not Meet Standard**	**2** **Approaching Standard**	**3** **Meets Standard**	**4** **Exceeds Standards**	**Evidence/Comments**
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** **Technology** **College-and-Career-** **Ready**	Assessment procedures are not congruent with instructional outcomes.	Some instructional outcomes are assessed through the planned lesson, but many are not.	All instructional outcomes are assessed through multiple methods of assessment. Assessment methodologies monitor learner progress, and guide teacher and learner decision making.	The 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.	

	1	2	3	4	
6.2 Candidate uses formative assessment to monitor and adjust instruction and to guide the learner decision making. **VDOE 4**	Candidate does not incorporate formative assessment in the lesson or unit.	The 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.	The 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 data to monitor and adjust instruction. The Teacher Candidate has designed particular approaches to be used and actively involved the learner in decision making.	
Performance	**1** **Does Not Meet Standard**	**2** **Approaching Standard**	**3** **Meets Standard**	**4** **Exceeds Standards**	**Evidence/Comments**
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. *(NOTE: Planning must include evidence of use of Virginia's Standards of Learning and College- and Career-Ready standards, and technology)* **VDOE 2** **Technology** **College-and-Career-** **Ready**	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.	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 a r e a s , curriculum, cross-disciplinary skills, and pedagogy, but the application is ineffective at increasing learning.	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.	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.	

7.2 Candidate effectively plans instruction based on knowledge of learners and the community context. **VDOE 2** **Diversity**	Candidate lessons do not reflect an understanding of learners, how they learn, and the context of the community.	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.	Candidate lessons reflect an understanding of their learners, how they learn, and the context of the specific communities represented in the classroom.	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.	
Performance	**1** **Does Not Meet Standard**	**2** **Approaching Standard**	**3** **Meets Standard**	**4** **Exceeds Standards**	**Evidence/Comments**
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. **VDOE 3**	Candidate displays little or no understanding of the range of pedagogical approaches suitable to address the specific learning needs related to the content.	Candidate uses a limited range of instructional strategies or pedagogical approaches that are not suitable to the discipline or to the learners.	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.	Candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. Candidate encourages learners to develop deep understanding of content areas and anticipate learner misconceptions.	

8. 2 Candidate builds skills to apply knowledge in contemporary meaningful ways. *(NOTE: "Contemporary meaningful ways" is evidenced in making connections to content of current interest to the learners and includes the use of current, appropriate technologies.)* **VDOE 3** **Technology College-and-Career-Ready**	Candidate does not apply pedagogical content knowledge in contemporary or meaningful ways.	Candidate uses knowledge of instruction in ways that are outdated or ineffective.	Candidate applies knowledge of appropriate content instruction in contemporary meaningful ways.	Candidate uses contemporary knowledge of appropriate instruction across a range of content areas to make learning meaningful.	
Comments/Goals:					

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.

Performance	1 **Does Not Meet Standard**	2 **Approaching Standard**	3 **Meets Standard**	4 **Exceeds Standards**	**Evidence/Comments**
9.1 Candidate engages in ongoing professional learning. **VDOE 6**	The candidate engages in no professional development activities to enhance knowledge or skill.	The candidate participates in professional activities to a limited extent when they are convenient or required by others.	The candidate engages in ongoing opportunities for professional development to enhance content knowledge and pedagogical skill.	The candidate seeks out opportunities for professional development that addresses personal goals and a systematic approach to continual learning.	

	1	2	3	4	
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** **Diversity**	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.	The 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.	The 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 the community.	
9.3 Candidate adapts practice to meet the needs of each learner in an ethical and responsible manner. **VDOE 6**	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.

Performance	1 **Does Not Meet Standard**	2 **Approaching Standard**	3 **Meets Standard**	4 **Exceeds Standards**	Evidence/Comments
10.1 Candidates seeks appropriate leadership roles and opportunities to take responsibility for learning. **VDOE 6**	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	Candidate's relationships with colleagues, families, school professionals	Candidate maintains relationships with colleagues and the community to fulfill	The candidate uses digital tools and resources to collaborate with learners, families,	The candidate takes initiative and collaborates with learners, families,	

professionals, and community members (using digital tools and resources) to ensure learner growth and to advance the profession. **VDOE 6** **Technology** **Diversity** **College-and-Career-** **Ready**	and the learner are negative or self-serving.	responsibilities required by the school or district.	colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.	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.	
Comments/Goals:					

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.**

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 <u>available technologies</u> to provide opportunities for all learners to use technology in a purposeful and developmentally appropriate way.

VDOE 1 Lifelong Learner

Candidates engage in ongoing professional learning related to content, pedagogy and technology.

Technology   **College-and-Career-Ready**

VDOE Performance Standards	1 **Does Not Meet Standard**	2 **Approaching Standard**	3 **Meets Standard**	4 **Exceeds Standards**	**Evidence/Comments**
1. Candidate engaged in ongoing professional growth related to the use of innovative instructional strategies that integrate digital technologies.	The 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.	The 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.	The 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.	The candidate <u>sought out purposeful professional learning</u> 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.	
2. The candidate used <u>digital tools to obtain feedback and to collaborate</u> in ways that allows for reflection on educational topics to improve teaching and learning.	The candidate did not reflect on feedback to improve teaching and learning, nor collaborated on educational topics to improve teaching and learning.	The candidates may or may not have reflected on feedback. There was little evidence of collaboration on educational topics to improve teaching and learning.	The candidate reflected on feedback and collaborated on educational topics to improve teaching and learning.	The candidate used <u>reflection-in-action to reflect on feedback</u> and strategically worked to improve teaching and learning.	
3. 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.	The candidate did not take purposeful actions to promote safe and ethical behavior with students through collaborative online experiences.	The candidate took actions to promote safe and ethical behavior with students through collaborative experiences, but actions were not consistently observed.	The candidate promoted safe and ethical behavior with students through collaborative online experiences.	The candidate promoted <u>safe and ethical behavior with students</u> through collaborative online experiences.	
4. The candidate <u>modeled the use of technology</u> to communicate, created appropriate digital content, (including tools and resources that meet local, state and/or federal policies), collaborated and solved problems.	The candidate did not use available technology to make responsible instructional decisions— grounded in knowledge of digital safety and security best	The candidate occasionally used available technology to make responsible instructional decisions— grounded in knowledge of digital	The candidate used available technology to make responsible instructional decisions—grounded in knowledge of digital safety and security best practices—that pertain to various	The candidate effectively used available and appropriate technology, as well as additional technology identified to assist in making purposeful	

	practices. The candidate did not effectively use digital communication and collaboration tools and resources.	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.	digital communication and collaboration tools and methods. The available technology used was effective or well aligned to digital safety and security best practices.	instructional decisions about digital safety and security best practices. The candidate consistently used digital communication and collaboration tools and methods in his/her own classroom. Technology used was effective and well-aligned to digital safety and security best practices.	
5. The candidate cultivated and managed his/her digital identity and reputation and displayed awareness of the permanence of his/her actions in the digital world.	The candidate made multiple choices (personal and instructional) providing evidence he/she was unaware of the *permanence of his/her actions in the digital world.*	The candidate made instructional decisions providing evidence he/she was unaware of the *permanence of his/her actions in the digital world.*	The candidate made appropriate personal and instructional decisions providing evidence he/she was clearly aware of the *permanence of his/her actions in the digital world.*	The candidate made appropriate personal and instructional decisions providing 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.

Technology	Diversity	College-and-Career-Ready			
6. The candidate assisted students in selecting and using appropriate and available digital tools for learning, creating, problem-solving and communicating.	The candidate did not use available technology for thinking skills, problem solving, and decision-making, communication, and presentation within the curriculum.	The candidate occasionally used available technology for thinking skills, problem solving, or decision-making. .	The candidate used available technology as a tool for thinking skills, problem solving, and/or decision-making.	The candidate consistently and purposefully used effective and appropriate technology as a tool for thinking skills, problem solving, and decision-making.	
7. 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.	The 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.	The 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.	The 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.	The candidate took the initiative to seek out additional technologies for data collection, information management, problem solving, decision-making, communication, and presentation within the curriculum.	
8. 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.	The candidate used few or ineffective formative and /or summative assessments both	The candidate used formative or summative assessments assessed and used quantitative or qualitative data to meet the needs of students and stakeholders	The candidate used both formative and summative assessment, using technology occasionally to provide feedback, and gathered both quantitative and qualitative data to meet the needs of	The candidate used a variety of effective formative and summative assessments, using technology regularly to provide feedback, both quantitative and qualitative data techniques, to meet specific needs of a	

			students and stakeholders	range of students and stakeholders.	
9. 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.	The candidate did not use technology to support instruction.	The candidate used limited or archaic technologies to support instruction.	The candidate used effective, appropriate, and contemporary technologies to support instruction.	The candidate systematically, used effective, appropriate, and contemporary technologies to support instruction.	
10. The candidate demonstrated the ability to troubleshoot typical classroom technologies.	The candidate had poor technology knowledge and skills and could not perform basic computing operations or troubleshoot classroom technology issues.	The 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.	The candidate applied technology knowledge and skills and could easily perform basic computing operations and troubleshoot classroom technology issues.	The 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.	

Signatures below indicate participation in the assessment process:

SIGNATURES

_____   _____   _____

Candidate   **Date**   **Mentor Teacher**   **Date**   **University Supervisor**   **Date**

Assessment of Dispositions

Candidate's Name: _____

Evaluators: _____ **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 EVALUATORS:
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 "*Not 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-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 associated with the disposition. A score of 2 requires a conversation with the candidate to clarify the target or educate him/her on the appropriate behaviors associated with the disposition.

1- Rarely Evident- Candidates receive a 1 when his/her 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 associated with the disposition.

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	Not Observed
1. Openness to Feedback **The candidate demonstrates (through actions and words) that she/he:** • *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	0
2. Continuous Improvement/ Change Orientation **The candidate demonstrates (through actions and words) that she/he:** • *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	0
3. High Expectations for Learning **The candidate demonstrates (through actions and words) that she/he:** • *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	0
4. Advocacy **The candidate demonstrates (through actions and words) that she/he:** • *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	0

	1	2	3	4	0

5. Professionalism
The candidate demonstrates (through actions and words) that she/he:
- *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	0

6. Legal and Ethical Conduct
The candidate demonstrates (through actions and words) that she/he:
- *Exhibits integrity and ethical behavior*
- *Maintains privacy and confidentiality of sensitive information*
- *Demonstrates fairness and consistency in applying and enforcing rules,*
- *policies, and regulations*

Interpretation of Scores

1. **Is there a score of 2 on the assessment? If so, have you scheduled a meeting with the Candidate?**

2. **Is there a score of 1 on the assessment? If so, have you scheduled a meeting with the Candidate and begun to develop an**

   Action Plan?

3. **Please add any relevant comments to the ratings above here:**

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

GMU Policies and Resources for Students

Policies

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

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

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

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

- Students must silence all sound emitting devices 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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@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/.