

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



Teaching Culturally & Linguistically Diverse & Exceptional Learners Program

EDCI 792 6F1

CRN: 22632

Internship in Education: PK-6 International Elementary Education

6 Credits, Spring 2021

Online

Fieldwork Coordinator: Amanda Jenkins

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Meeting Dates: January 26 – May 10

Meeting Time: online

Meeting Location: online

UNIVERSITY CATALOG COURSE DESCRIPTION:

Intensive, supervised clinical experience for full semester in accredited schools, both at elementary and secondary levels. Students must register for appropriate section.

Students, you are asked to please be aware of and follow all policies and procedures for Mason's Safe Return to Campus in the time of COVID 19: <https://www2.gmu.edu/Safe-Return-Campus>. Updates will be posted there, and you are asked to also remain in contact with the information flow on that official Mason site. Thank you!

PREREQUISITES:

Required Prerequisites: EDRD 515, EDUC 511, EDUC 512, EDUC 513, EDUC 514, EDUC 516, and EDUC 520

Completion of all licensure tests and endorsement requirements.

Eligibility for student teaching requires:

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

COURSE DELIVERY METHOD:

This course will be delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu or gmU.edu) and email password. The course site will be available on January 24, 2020.

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

LENGTH OF STUDENT TEACHING:

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

FORMAT FOR STUDENT TEACHING:

All students are placed in an accredited P-12 school for the duration of student teaching. Students should obtain a placement from the TCLDEL Field Coordinator well in advance of beginning student teaching. Students in the Elementary program spend half of the semester at the lower elementary level (grades K-3) and half at the upper elementary level (grades 4-6). This means there is a seven-week placement for each grade and a week transition/preparation in between placements. Other Elementary teacher candidates are in on the job (OTJ) placements and spend the entire

placement in one school. Depending on the level where OTJ students are working, they will be required to complete fieldwork hours at the alternative level. More details will be provided about the fieldwork later in the syllabus.

In all cases, the teacher candidate begins by observing and co-teaching and then gradually assumes responsibility for instruction until he or she carries the full teaching load. Toward the end of the assignment, the student gradually returns responsibility for instruction to the classroom teacher. During the transition periods before and after independent teaching, the teacher and the student may co-teach or share responsibility for specific periods or subjects. Teacher candidates are not yet credentialed and should never have sole responsibility for the students without a full-time teacher in the room. Teacher candidates should always progress at a rate appropriate to their preparedness to assume responsibility for instruction.

EXPECTATIONS FOR PARTICIPATION:

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

- **Course Week:** This course is asynchronous: Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on **Tuesdays**, and **finish** on **Mondays**. **Please note: This may deviate from your school’s week depending where you are.**
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be **3** times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider

them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool
- Access to a scanner to scan and upload documents to Blackboard.

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

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

- Plan instruction based on knowledge of subject matter, students, the community, and curriculum goals (Standard 7).
- Understand and use formal and informal assessment strategies to evaluate and ensure the intellectual, social, and physical development of the learner (Standard 8).
- Be a reflective practitioner who continually evaluates the effects of his or her own choices and actions on others and actively seeks out opportunities to grow professionally (Standard 9).
- Foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being (Standard 10).
- Understand the teacher's responsibility to fulfill the legal requirements for recognizing, reporting, and responding to child abuse and neglect (Code of Virginia 22.1-298).

PROFESSIONAL STANDARDS: CAEP K-6 Elementary Standards, InTASC (Interstate Teacher Assessment and Support Consortium) Standards and CAEP (Council for the Accreditation of Educator Preparation) Standards

Teacher candidates are expected to demonstrate their acquisition and ability to apply the following CAEP K-6 Standards for Elementary Candidates.

CAEP K-6 Elementary Teacher Preparation Standards

- **STANDARD 1 – Understanding and Addressing Each Child's Developmental and Learning Needs** Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning.
- **STANDARD 2 – Understanding and Applying Content and Curricular Knowledge for Teaching** Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.
- **STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning** Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.
- **STANDARD 4 – Supporting Each Child's Learning Using Effective Instruction.** Candidates make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children's learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.
- **STANDARD 5- Developing as a Professional** Candidates promote learning and development of every child through participation in collaborative learning environments,

reflective self-study and professional learning, and involvement in their professional community.

The following **INTASC Standards** will be addressed:

Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Innovative Applications of Content Knowledge

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.

Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Professional Growth: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

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

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

GRADING POLICY

The School of Education has approved the following grading policy for EDCI 792.

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

2. The mentor teacher(s) and the university supervisor shall determine the interim and final grades jointly after consultation. If they cannot agree, the Director of Student and Faculty Services will determine the grade based on a review of the documentation and, in some cases, observation of the teacher candidate's performance.
3. A graduate teacher candidate who receives a No Credit grade will not be recommended for teacher licensure unless he/she repeats all or part of the experience with satisfactory performance. (This may require enrolling and paying tuition for additional credit hours in a subsequent semester or paying a fee for extended supervision.) Permission for repeating the student teaching experience must be applied for and granted by the university.
4. Any teacher candidate whose performance cannot be evaluated at the end of the grading period will receive a grade of IP (In Progress). An IP grade shall be changed to Satisfactory or No Credit for graduate students upon completion of requirements - usually before the beginning of the next semester.
5. In some cases, a grade of No Credit may be accompanied by a recommendation that the student not be allowed to repeat the student teaching experience. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.

Tk20 Performance-Based Assessment Submission Requirement:

Every student registered for any TCLDEL course with a required performance-based assessment is required to submit the following assessments: InTASC Common Internship Evaluation, the Observer Disposition, and the EDCI 792 Internship Evaluation to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to a NC nine weeks into the following semester.

HONOR CODE & INTEGRITY OF WORK

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

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
4. You may also not "reuse" fieldwork hours.

LATE WORK POLICY

At the graduate level, all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation)

that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve late/makeup work.*

INCOMPLETE (IN):

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

COURSE WITHDRAWAL WITH DEAN APPROVAL:

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

PROFESSIONAL DISPOSITIONS:

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>

CORE VALUES COMMITMENT:

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

NETIQUETTE:

As we will be working together in an online environment, netiquette will be significantly important in terms of creating a community of thinkers and learners. Netiquette is a way of defining professionalism through network communication; it is a way to foster a safe on-line learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

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

- Do not use offensive language.
- Never make fun of someone's ability to read or write.
- Keep an "open-mind" and be willing to express even your minority opinion.
- Think before you push the "Send" button.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification

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

GMU E-MAIL AND WEB POLICY:

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

All communication sent for this course will be sent to your Mason email account. I will respond to emails as soon as I can, but generally within 24 hours unless noted by an out of office message.

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

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

COURSE SCHEDULE

Key:

Blue = Blog topic to be completed by all students

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

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

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

Purple = Important notes for everyone

Weekly Schedule	Assignment
WEEK 1 January 26 – February 1	Blog Topic 1: Introduce yourself, let everyone know whether you are a traditional student teacher or an OTJ candidate, and describe your classroom, school, and students. Please also let everyone know the grades you are/will be teaching. Review syllabus and deadlines with cooperating teacher. <ul style="list-style-type: none"> • Submit Student Placement and Information Sheet
WEEK 2 February 2 - February 8	<ul style="list-style-type: none"> • Submit first Bi-Weekly Progress Report
WEEK 3 February 9 - February 15	<ul style="list-style-type: none"> • Submit first Log of Hours
WEEK 4 February 16 - February 22	<ul style="list-style-type: none"> • Submit second Bi-Weekly Progress Report • Submit InTASC Internship Evaluation Form – Midterm
WEEK 5 February 23 - March 1	<ul style="list-style-type: none"> • Submit first set of video clips and reflections • Submit Teacher Evaluation Form – Observation 1
WEEK 6 March 2 - March 8	<ul style="list-style-type: none"> • Submit third Bi-weekly Report
WEEK 7 March 9 - March 15	<ul style="list-style-type: none"> • Submit second set of video clips and reflections • Submit Teacher Evaluation Form – Observation 2 • Complete evaluation from Educator Preparation Office • Submit On-Site Supervisor’s Evaluation of Student

	<p>Teaching Process to Mandy</p> <ul style="list-style-type: none"> • Submit first set of video clips and reflections • Submit Teacher Evaluation Form – Observation 1
<p>WEEK 8 March 16 - March 22</p>	<ul style="list-style-type: none"> • Submit second Log of Hours • Submit InTASC Internship Evaluation Form – Final • Submit Summary of Placement, Supervisors, Hours, and Final Grade
<p>WEEK 9 March 23 - March 29</p>	<p>Blog Topic 2: How have you grown as a teacher so far in these 8 weeks?</p> <ul style="list-style-type: none"> • Submit InTASC Internship Evaluation Form – Midterm • Review syllabus and deadlines with cooperating teacher
<p>WEEK 10 March 30 - April 5</p>	<ul style="list-style-type: none"> • Submit fourth Bi-Weekly Progress Report
<p>WEEK 11 April 6 - April 12</p>	<ul style="list-style-type: none"> • Submit third set of video clips and reflections • Submit Teacher Evaluation Form – Observation 3
<p>WEEK 12 April 13 - April 19</p>	<ul style="list-style-type: none"> • Submit fifth Bi-Weekly Progress Report • Submit third Log of Hours • Submit InTASC Internship Evaluation Form – Midterm
<p>WEEK 13 April 20 - April 26</p>	<p>Blog Topic 3: Discuss what you know now that you wish you would have known at the beginning of your student teaching or internship experience. What would you have done differently?</p>
<p>WEEK 14 April 27 - May 3</p>	<ul style="list-style-type: none"> • Submit sixth Bi-Weekly Progress Report • Submit On-Site Supervisor’s Evaluation of Student Teaching Process to Mandy • Submit fourth set of video clips and reflections • Submit Teacher Evaluation Form – Observation 4 • Complete evaluation from Educator Preparation Office for second placement • Submit second set of video clips and reflections • Submit Teacher Evaluation Form – Observation 2 • Submit Fieldwork Observations at Alternative Level
<p>WEEK 15 May 4 - May 10</p>	<p>Blog Topic 4: What are you most looking forward to as you complete your student teaching experience and prepare to start teaching in a classroom of your own? If you are already in a position, what are your goals for moving forward?</p> <ul style="list-style-type: none"> • Submit fourth Log of Hours

	<ul style="list-style-type: none">• Submit InTASC Internship Evaluation Form – Final• Submit Summary of Placement, Supervisors, Hours, and Final Grade• Submit Common InTASC Internship Evaluation to Tk20• Submit EDCI 792 TCLDEL ELEMENTARY Internship Evaluation to Tk20• Submit Disposition Assessment to Tk20
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DETAILED ASSIGNMENT INFORMATION

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

1. Student Placement and Information Sheet

Each student will provide the professor with information concerning their placements or internships and mentor teacher(s) at the beginning of the semester. This will provide the professor with the correct contact information for all mentor teachers, on-site supervisors, and school placements. This information is extremely important as it will be necessary for the professor to be in contact with the mentor teacher and/or the on-site supervisor throughout the semester. This assignment is due in Blackboard on **February 1**.

2. Blog

Students will interact with other teacher candidates and the instructor through a blog on Blackboard. Each student will be required to submit four blogs throughout the semester. This is meant to be a short, **two-paragraph** update on the teaching experience. Each blog will have a specific theme. **Blogs will be due on February 1, March 29, April 26, May 10.**

3. Daily Lesson Plans

No instruction should occur without an approved lesson plan. The teacher candidate must provide daily lesson plans for review by the cooperating teacher. The format may be mutually determined by the teacher candidate and the cooperating teacher but should include the elements shown in the Appendices of the Student Teaching Handbook. Lesson plans should also be kept in the journal to be viewed throughout the semester as a means of conducting evaluations by the cooperating teacher and on-site supervisor. **Due daily to your mentor teacher throughout the semester. Lesson plans are not handed in to the instructor of EDCI 792.**

4. Hours Logs

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

Hours logs are due on **February 15, March 22, April 19, May 10.**

5. Bi-Weekly Progress Reports

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

Biweekly progress reports are due on **February 8, February 22, March 8, April 5, April 19, May 3.**

6. Formal Observations

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

Observations are due on **March 1, March 15, April 12, May 3.**

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

Observations are due on **March 15** and **May 3** for on-the-job candidates.

7. Classroom Videos and Reflections

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

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

Classroom videos and reflections are due on **March 1, March 15, April 12, May 3.**

Teacher candidates *who are in an on the job placement (OTJ)* should record a lesson **2** times during the semester. The videos should correspond to the formal observations as noted above. After recording, the teacher candidate should review the video and locate four segments of approximately five minutes each per the same directions as set forth for those teacher candidates with two placements. For each segment, the student should craft **a paragraph (minimum) reflection in which the video segment is described, and the episode is reflected upon.** The reflection should include the following: what is happening in the clip, why the clip was chosen, what this clip represents in your teaching, things you notice about your teaching from the clip, and what strengths and weaknesses you might have observed in yourself from the clip. The four clips (NOT THE ENTIRE VIDEO) not the entire video) should be uploaded into Blackboard according to the due date.

Classroom videos and reflections for on-the-job teacher candidates are due on **March 15** and **May 3**.

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

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

The Summary of Placement, Supervisors, Hours, and Final Grade form is due from candidates with two placements on **March 22** and **May 10**.

The Summary of Placement, Supervisors, Hours, and Final Grade form is due from on-the-job teacher candidates on **May 10**.

9. InTASC Internship Evaluation Form (ELEM)

Teacher candidates will need to submit this twice during their placements – once halfway through and again at the end. The mentor teacher should be filling this form out. This form is also being used for the Common InTASC Internship Evaluation. Students should use the Appendix CEHD Form.

The InTASC Internship Evaluation Form is due from candidates with two placements on **February 22, March 22, April 19, and May 10**. The InTASC Internship Evaluation Form is due from on-the-job candidates (OTJ) on **March 29** and **May 10**.

10. Fieldwork Observation Form

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

The fieldwork observation form is due on **May 3**.

11. InTASC Common Internship Evaluation (Tk20)

For EDCI 792, there are three assignments you will need to complete for Tk20 – the InTASC Common Internship Evaluation, the TCLDL Observer Disposition, and the EDCI 792 ELEM Internship Evaluation (please see below).

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

For the InTASC Common Internship Evaluation, there is no additional work for you to complete but you do need to upload your final InTASC Internship Evaluation Form under the Assessment tab in Blackboard. This assignment is due on **May 10**. Additional information will be provided in Blackboard.

12. TCLDL Observer Disposition (Tk20)/Self Reflection Dispositions

This assessment is done by your mentor teacher. The form is provided in the Teacher Candidate Handbook and evaluates the dispositions of the College of Education and Human Development. This assignment is due on **May 10**. You will also complete a self- evaluation of yourself (on Blackboard, in TK20) in regard to the dispositions.

13. EDCI 792 ELEM Internship Evaluation (Tk20)

This assessment is also related to the College of Education and Human Development and their use of Tk20. Students will need to upload a “holistic” evaluation under the Assessment tab in Blackboard. *This is the same form you used for your teaching observation evaluations, but this one is meant to be holistic in nature and not based on one specific teaching episode. This assignment is due on **May 10**. Additional information will be provided in Blackboard.

Appendix Elementary: Teacher Candidate Evaluation Form for Elementary Education Students

(To be used by mentor teacher and on-site supervisor for two formal observations of video recorded lessons at midpoint and end of teacher candidate’s independent teaching)

Teacher Candidate’s Name:

Grade/Subject of Placement:

Evaluator Name:

Evaluator Position:

School:

Rating Scale

1 = Needs Improvement (does not meet Standard) – Candidate does not meet expectations and does not follow through on expectations. Fails to adequately implement instruction.

2 = Meets Standard – Candidate meets expectations and competently implements instruction

3 = Exceeds Standard – Candidate exceeds expectations and goes beyond standard to collaborate with colleagues, design new curriculum or assessments, and/or presents findings to stakeholders.

NA = Not Applicable at Present Time

Understanding and Addressing Each Child’s Developmental and Learning Needs		
Candidate draws on knowledge of development to plan lessons that are achievable as well as challenging.		CAEP K-6 Standard 1
Candidate selects learning experiences, technology, and materials to accommodate ability and interests.		
Candidate recognizes individual differences including those that may require special support.		
Candidate responds to the diversity of the classroom through planning engaging culturally relevant activities		
Understanding and Applying Content and Curricular Knowledge for Teaching		
Candidate demonstrates knowledge of appropriate content knowledge in planning and instruction.		CAEP K-6 Standard 2
Candidate actively engages students through the use of inquiry and questioning to develop new understandings.		
Assessing, Planning, and Designing Contexts for Learning		
Candidates describe instructional objectives in terms of learning outcomes.		CAEP K-6 Standar d 3
Candidate plans and implements instructional activities that meet instructional goals that are motivational and engaging to learners.		
Candidate selects and plans meaningful, age-appropriate activities for students.		
Candidates select and use a wide variety of resources for student engagement and learning.		
Candidate demonstrates ability to differentiate instruction based on assessment of interests, skills, and abilities.		

Candidate uses knowledge of culture, strengths, and needs when planning.		
Candidate conducts a variety of formal and informal assessments for the purpose of informing instruction.		
Candidate uses the results of student assessments to evaluate the effectiveness of planning and instruction.		
Supporting Each Child's Learning Using Effective Instruction		
Candidate uses knowledge and approaches to learning in planning and implementing instruction.		CAEP K-6 Standard 4
Candidate integrates materials and activities into learning which promote equity and cross-cultural understanding		
Candidate encourages critical thinking and problem solving through questioning and application.		
Candidate engages student through a variety of teaching strategies (cooperative learning, inquiry, small/whole group) that enhance learning.		
Candidate uses a variety of media and materials appropriately to achieve instructional objectives.		
Candidate uses a variety of strategies to promote positive classroom relationships, cooperation, and purposeful learning in the classroom.		
Candidate provides opportunities for learners to participate actively and successfully at different levels.		
Developing as a Professional Candidate		
Candidate can identify problems of practice and actively work towards solutions.		CAEP K-6 Standard 5
Candidate can identify problems with classroom management and discipline and actively work towards solutions		
Candidate welcomes assistance for improvement and problem solving.		
Candidate collaborates with other teachers and specialists in planning and problem solving.		
Candidate reflects on his/her professional practice, including personal teaching and learning style.		
Candidate demonstrates courtesy and caring in relationships with students and their families.		
Candidates are responsible, dependable, and observant of school policies, procedures, and attendance.		

Additional Notes:

Subject Specific Rubric

Please select the core subject area of the lesson plan and complete that section below.

Math _____ Science _____ Language Arts _____ Social Studies _____

Reading, Writing, and Oral Language Education Curriculum		
Candidate models the effective use of English in written and oral interactions with students.		CAEP K-6 Standard 2
Candidate designs instructional activities that build student language skills.		
Candidate uses a variety of strategies that include reading, writing, listening and speaking to develop student understanding.		
Candidate demonstrates the use of questioning strategies to encourage critical think about what students' read.		
Candidate identifies students reading skills and language capabilities and use this information to inform instruction.		
Science Education Curriculum		
Candidate demonstrates knowledge of science content in planning and instruction.		CAEP K-6 Standard 2
Candidate actively engages students in planning and conducting scientific investigations		
Candidate plans activities to develop students' critical thinking and problem-solving skills		
Candidate engages students in inquiry through strategic questioning.		
Candidate helps students make scientific connections.		
Mathematics Education Curriculum		
Candidate demonstrates knowledge of mathematics content in planning and instruction.		CAEP K-6 Standard 2
Candidate actively engages students in the use of mathematical language in oral and written activities.		
Candidate uses age appropriate mathematical concepts to engage students in problem solving and mathematical reasoning.		
Candidate can identify mathematical errors and misconceptions in student work and create successful learning experiences to resolve the issues.		
Candidate can use informal and formal mathematical assessments to document student understanding and learning.		
Social Studies Education Curriculum		
Candidate demonstrates knowledge of social studies content in planning and teaching.		CAEP K-6 Standard 2
Candidate integrates social studies instruction drawn from other academic fields, including culturally relevant information.		
Candidate creates activities that actively involve students in democratic principles.		
Candidate actively engages students through the use of inquiry, questioning and research to develop new understandings.		
Candidate engages students in age appropriate research involving primary and secondary sources, maps and electronic information.		

Mentor Teacher's Signature: _____ **Date** _____

On-Site Supervisor's Signature _____ **Date** _____

Candidate's Signature: _____ **Date** _____

George Mason University Internship Evaluation Rubric

This rubric describes the clinical experience performance standards in the College of Education and Human Development at George Mason University. The evaluation will be completed by the mentor teacher, university supervisor, and teacher candidate prior to a conference where one composite score is agreed upon and submitted to the Accreditation and External Reporting Office (AERO). If the average score for all standards is less than 2, or any individual standard is less than 2, the clinical experience/internship may be extended and materials resubmitted per instruction from your University Supervisor and Program Coordinator.

This instrument draws on teaching standards from multiple sources, including the Interstate Teacher Assessment and Support Consortium ([InTASC](#)), Council for the Accreditation of Educator Preparation ([CAEP](#)), and the Virginia Department of Education ([VDOE](#)). These standards guide teacher education programs and are a required part of our accreditation process. Rubric rows have been developed to assess each standard. 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.

Standards Assessed

InTASC Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

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

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

GENERAL SCORING GUIDELINES

- 3 = *Highly Proficient:*** rich, sophisticated, exemplary in all aspects of quality (including both mechanics of writing and clarity/insightfulness of thinking), thoroughly accurate and developed, exceeds expectations for a Candidate at this stage of development, integrates thorough understanding of relevant professional literature/research. **All key proficiencies for the standard are met at a level beyond expectations for pre-service teachers.**
- 2 = *Proficient:*** well developed, good quality (may include very few errors in mechanics, and shows clarity of thinking), fully meets expectations for a Candidate at this stage of development, shows understanding of relevant professional literature/research. **All key proficiencies for the standard are met at a level expected for pre-service teachers.** This is the TARGET score.
- 1 = *Not Proficient:*** superficially developed, minimally acceptable quality (Written work/plans may include a few errors in mechanics and inconsistent clarity in thinking), lags behind expectations for most Candidates at this stage of development. May show beginning/weak understanding of the relevant professional literature/research. **At least one listed key proficiency for the standard is not met.**

Please provide the following:

Candidate Name

Mentor Teacher Name

University

Supervisor Name

Please provide the following information:

This form was used as an observation tool. Date _____ Observer _____

This is the Mid-placement Evaluation. The Conference Date for this evaluation was _____

This is the Final Evaluation. The Conference Date for this evaluation was _____

If this was a mid-point evaluation, list goals below:

If any scores were rated a 1, please note action plan for remediation:

Construct 1: 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.

Key Proficiencies: Developmentally appropriate instruction; varied instructional approaches and resources; appropriate adaptations

<p style="text-align: center;">Not Proficient 1</p>	<p style="text-align: center;">Proficient 2</p>	<p style="text-align: center;">Highly Proficient 3</p>
<p><input type="radio"/> The evidence indicates that the Candidate demonstrated a partial understanding of learners’ developmental levels, planning instruction that aligned to the developmental levels of some (but not all) of the learners; instruction was inappropriate and/or inaccessible for groups of learners.</p>	<p><input type="radio"/> The evidence indicates that the Candidate demonstrated an accurate understanding of learners’ developmental levels by planning varied instruction appropriate to support learning goals, actively engaging learners in learning that aligned with overall subsets of learner’s developmental levels making learning accessible and challenging for the classroom.</p>	<p><input type="radio"/> The evidence indicates that the Candidate demonstrated an accurate understanding of learners’ developmental levels and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom.</p>
<p>Optional comments or evidence</p>		

InTASC 2 – Learner 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.

Key Proficiencies: Learner background, classroom culture

<p style="text-align: center;">Not Proficient 1</p>	<p style="text-align: center;">Proficient 2</p>	<p style="text-align: center;">Highly Proficient 3</p>
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<input type="radio"/> The evidence indicates that the Candidate demonstrated only partial familiarity with the learners' backgrounds (analysis of learners' readiness for learning and prior experiences) and/or was unable to use this information to inform instruction to meet the needs of the learner.	<input type="radio"/> The evidence indicates that the Candidate demonstrated familiarity with groups' and individual learners' backgrounds (analysis of learners' readiness for learning and prior experiences) and was able to use this information to inform instruction to create a positive culture of respect and rapport in the classroom that meets the needs of all learners.	<input type="radio"/> The evidence indicates that the Candidate demonstrated a deep understanding of each learner's background and was able to use this information to inform instruction that meets the needs of all learners and articulates the connection between specific strategies, content and delivery to meet the needs of individual learners and groups of learners in the classroom.
Optional comments or evidence		

InTASC 3 – Learning Environment

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.

Key Proficiencies: Learner rapport; pacing/transitions; classroom management

Not Proficient 1	Proficient 2	Highly Proficient 3
<input type="radio"/> The evidence indicates that the Candidate transitions inefficiently between learning activities with some loss of instructional time, monitoring and responding to learner behavior (both positive and negative) in a way that is inconsistent, inappropriate and/or ineffective for meeting classroom and individual learner needs, including in virtual environments.	<input type="radio"/> The evidence indicates that the Candidate transitions efficiently and smoothly between learning activities with minimal loss of instructional time, using varied learning situations that includes monitoring and responding to learner behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual learner needs, including in virtual environments.	<input type="radio"/> The evidence indicates that the Candidate demonstrates respect for and interest in individual learner's experiences, thoughts and opinions and uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners, including in virtual environments.
Optional comments or evidence		

Construct 2: Content

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.

Key Proficiencies: Content representation; content clarify; instructional strategies for content

<p align="center">Not Proficient 1</p>	<p align="center">Proficient 2</p>	<p align="center">Highly Proficient 3</p>
<p>○ The evidence indicates that the Candidate demonstrated knowledge of the content using explanations that were not always accurate and clear and/or was not able to provide an effective alternate explanation for learner misconceptions.</p>	<p>○ The evidence indicates that the Candidate displayed knowledge of the important content in the discipline by using content-related strategies that clearly identify how concepts related to one another, using developmentally appropriate terminology/language to build an understanding of content for all learners.</p>	<p>○ The evidence indicates that the Candidate displayed extensive knowledge of the important concepts in the discipline by using multiple representations, multiple formats, and appropriate content-related strategies and developmentally appropriate terminology/language, including varied levels of questioning, a wide variety of experiences, and opportunities to build a higher-level of understanding of content for all learners.</p>
<p>Optional comments or evidence</p>		

InTASC 5 -- Innovative Applications of Content Knowledge

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.

Key Proficiencies: Problem solving; real-work application; cross-curricular connections

<p align="center">Not Proficient 1</p>	<p align="center">Proficient 2</p>	<p align="center">Highly Proficient 3</p>
<p>○ The evidence indicates that the Candidate implemented teacher-directed lessons with limited use of problem solving and/or did not explore content through real-world and cross-curricular connections.</p>	<p>○ The evidence indicates that the Candidate used collaborative problem solving as a way to explore content that includes learner-led learning activities including cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking by the learners.</p>	<p>○ The evidence indicates that the Candidate used collaborative problem solving as a way to explore content with the majority of instruction being learner-led learning activities including real-world and cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking by the learners leading to a higher level of learner understanding of content.</p>

Optional comments or evidence

Construct 3: Instructional Practices

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.

Key Proficiencies: Varied assessments; data analysis; feedback

<p>Not Proficient 1</p>	<p>Proficient 2</p>	<p>Highly Proficient 3</p>
<p><input type="radio"/> The evidence indicates that the Candidate provided limited opportunities for learners to demonstrate learning by using a variety of assessments therefore did not have opportunities of feedback or analysis of learner data to inform future instruction.</p>	<p><input type="radio"/> The evidence indicates that the Candidate provided effective feedback to learners on multiple instances of formative, summative, informal, and/or formal assessments and analyzed data to inform instruction.</p>	<p><input type="radio"/> The evidence indicates that the Candidate provided multiple opportunities for learners to demonstrate learning by using formative, summative, informal, and/or formal assessments. Assessments were differentiated to match a full range of learner needs and abilities, and the Candidate consistently analyzed data to inform instruction, with a clearly articulated rationale for data-based instructional decisions.</p>
<p>Optional comments or evidence</p>		

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.

Key Proficiencies: Lesson objectives; building on prior knowledge

<p>Not Proficient 1</p>	<p>Proficient 2</p>	<p>Highly Proficient 3</p>
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<input type="radio"/> The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with standards and/or use of prior knowledge.	<input type="radio"/> The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives that used appropriate scaffolds and differentiation that address learner needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies aligned with standards, including College- and Career-Ready Skills, and connects to future learning.	<input type="radio"/> The evidence indicates that the Candidate planned challenging activities using learner appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that aligned with multiple standards, including College- and Career-Ready Skills, clearly connects to the range of previous and future learning.
Optional comments or evidence		

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 meaningful ways.

Key Proficiencies: Varied instructional strategies and technologies; differentiation

Not Proficient 1	Proficient 2	Highly Proficient 3
<input type="radio"/> The evidence indicates that the Candidate used limited instructional strategies that did not allow for differentiated learning situations and/or did not use at least one available technology to engage and challenge learners.	<input type="radio"/> The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate, available technologies, to engage and challenge learners in differentiated learning situations.	<input type="radio"/> The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate, available technologies, to engage and challenge learners in differentiated learning situations allowing all learners to take ownership of their learning.
Optional comments or evidence		

Construct 4: Professional Responsibility

InTASC 9 – Professional

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.

Key proficiencies: Professional development; self-reflection; ethical manner

Not Proficient 1	Proficient 2	Highly Proficient 3
<input type="radio"/> The evidence indicates that the Candidate did not participate in professional development; participated in professional development not relevant to needs identified through ethical and responsible self-reflection	<input type="radio"/> The evidence indicates that the Candidate used self-reflection to identify professional development opportunities relevant to learning and applied activities in their teaching in an ethical and responsible manner.	<input type="radio"/> The evidence indicates that the Candidate consistently used self-reflection to identify professional development opportunities relevant to improving teaching and learning for specific groups of learners and successfully made systematic application of activities in their teaching in an ethical and responsible manner.
Optional comments or evidence		

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.

Key Proficiencies: Collaboration; leadership

Not Proficient 1	Proficient 2	Highly Proficient 3
<input type="radio"/> The evidence indicates that the Candidate collaborated with colleagues on a limited basis (mentor/other school professionals/ Supervisors) and other stakeholders with little influence on classroom activities.	<input type="radio"/> The evidence indicates that the Candidate collaborated on multiple occasions with learners and families, as well as colleagues (mentor/other school professionals/Supervisors) in leadership, school, and professional activities initiating, advocating, or leading activities in the classroom to improve and support learning for all.	<input type="radio"/> The evidence indicates that the Candidate collaborated on multiple occasions with learners and families, as well as colleagues (mentor/other school professionals/ Supervisors) in leadership activities to initiate, advocate, and/or lead activities with stakeholders to improve and support learning.
Optional comments or evidence		

FACULTY USE ONLY	
	Candidate was not evaluated due to extenuating circumstances that impeded the completion of this assessment.

**College of Education and Human Development
Faculty/Mentor Assessment of Dispositions**

**Candidate Name and G#:
Evaluator:**

**Course with Section:
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 learners, 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. The dispositions also align to the InTASC Core Teaching Standards, nationally accepted teaching standards. The alignment is noted in parentheses after each disposition.

Directions for assessors

For each of the dimensions below, please rate the degree to which you observe the candidate’s proficiency with each disposition.

3 = Highly Proficient: Candidates receive this score when they exhibit behaviors beyond the expectations of candidates at this point in their programs. Assessors observe candidates demonstrate behaviors consistent with professional dispositions in multiple situations/data points, independent of external support or prompts. All proficiencies are met at a level **beyond** expectations for pre-service teacher.

2 = Proficient: This is the **TARGET** score. This score reflects that Candidates have met the standard at the level expected at this point in their program, with some support and guidance. Behaviors are observed that align with expectations for this specific dimension of the dispositions. Candidates who receive a 2 have successfully met the disposition. All proficiencies are met at a level expected for pre-service teachers.

1 = Not Proficient: Candidates receive this score when their understanding and effort does not meet the Target, but they may exhibit some of the behaviors associated with the disposition at a minimally acceptable quality. This score indicates the Candidate lags behind expectations for most Candidates at this stage of development.

ND = Not Demonstrated: This score reflects that a Candidate did not yet have opportunities to demonstrate the disposition due to placement opportunities.

Faculty/Mentor Assessment of Dispositions

Professional Responsibility (InTASC 9)				
The Candidate demonstrates professional responsibility with the following actions and words:	Not demonstrated ND	Not Proficient 1	Proficient 2	Highly Proficient 3
<i>The Candidate exhibits professional behaviors (on time, professional dress, prepared for teaching, etc.)</i>				
<i>The Candidate self-reflects, self-regulates, and modifies behavior based on feedback.</i>				
<i>The Candidate exhibits integrity and ethical behavior.</i>				

Comments or notes:				
Collaboration and Leadership (InTASC 10)				
The Candidate demonstrates collaboration and leadership with the following actions and words:	Not demonstrated ND	Not Proficient 1	Proficient 2	Highly Proficient 3
<i>The Candidate exhibits teamwork and collaborates in professional interactions.</i>				
<i>The Candidate takes initiative appropriately.</i>				
<i>The Candidate seeks to understand and address challenges by initiating, advocating, or leading activities to improve and support my learning and the learning of others.</i>				
Comments or notes:				
Cultural Responsiveness (Learner and Learning)				
The Candidate demonstrates cultural responsiveness with the following actions and words:	Not demonstrated ND	Not Proficient 1	Proficient 2	Highly Proficient 3
<i>The Candidate treats individuals in an unbiased manner.</i>				
<i>The Candidate supports those around them to be successful.</i>				
<i>The Candidate demonstrates through their actions/interactions that diversity as an asset.</i>				
Comments or notes:				
High Expectations for Learning (Instructional Practice)				
The Candidate demonstrates high expectations for learning with the following actions and words:	Not demonstrated ND	Not Proficient 1	Proficient 2	Highly Proficient 3
<i>The Candidate takes responsibility for the learning of those with whom they collaborate or lead.</i>				
<i>The Candidate holds high expectations for stakeholders (e.g., students, peers, faculty, families).</i>				
<i>The Candidate monitors and assesses learning to provide feedback to others and reflect and alter actions individually and as part of a team.</i>				
Comments or notes:				

NOTE to Evaluator: One score of ‘not proficient’ (1) should be viewed as a “teachable moment.” The assessor should meet with the candidate to clarify expectations and discuss what behaviors were observed that warranted the score. (Programs and/or faculty can choose to create a development plan if a “1” is scored multiple times in a semester or program.)

Two ratings of ‘not proficient’ on one assessment will require the creation of a Professional Disposition Development Plan to assist the candidate in demonstrating growth of dispositions. (See the website at <https://education.gmu.edu/teacher-track/connect> for a copy of the Plan.)

A complete a Professional Dispositions Plan must be approved by the evaluator, academic program coordinator, and/or the teacher candidate.

For further direction and specifics related to how the dispositions are assessed in your program, please email the Academic Program Coordinator or Course Lead.

FACULTY USE ONLY	
	Candidate was not evaluated due to extenuating circumstances that impeded the completion of assessment.

