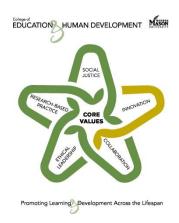**George Mason University**
College of Education and Human Development
Teaching Culturally & Linguistically Diverse and Exceptional Learners

EDCI 792 6F1; DL1 (CRN: 85984; 84955) – International Elementary Internship in Education
6 Credits, Fall 2021
Online, August 23 – December 7

Fieldwork Coordinator: Amanda Jenkins
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Meeting Location: online

Prerequisites/Corerequisites

EDRD 515, EDUC 511, EDUC 512, EDUC 513, EDUC 514, EDUC 516, and EDUC 520
Completion of all licensure tests and endorsement requirements.

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.

Course Overview

The School of Education (SOED) 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.

EDCI 792, *Internship in Education,* is the final course and culminating experience in Mason's state-approved elemenaty teacher licensure program. It provides opportunities for extended practice under the guidance of experienced professionals (Mentor Teachers, MT) from the schools and university (University Supervisor, US – or Course Facilitators, CF). The University Supervisor or Course Facilitator may be full-time or adjunct faculty.

Virginia state licensure for elementary teachers at the PreK-6 levels requires Teacher Candidates to conduct Teaching Internships at both primary (K-2) and upper elementary (3-6) 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 elementary teacher hired in a primary grade would need to make 20 hours of observation at an upper elementary grade during the internship.

Eligiblity

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 content area review courses

Course Delivery Method

The internship requires each candidate to work each day with Mentor Teachers and elementary students each day while being evaluated jointly by the Mentor Teacher and University Supervisor or On-Site Supervisor. **All interns will begin and end the school day at approximately the same time as the Mentor Teacher.** 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.

Traditional Teacher Candidates in the international elementary program will spend half of their internship period at the primary grade level (K-2) and the remaining half at the upper elementary level (3-6). This may require a change of school.

On-the-Job Teacher Candidates 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 primary or upper elementary level, they _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._ For example, an OTJ candidate hired to work in a upper elementary will be required to observe an elementary teacher in an primary grade 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.

Mason requires 300 clock hours of teaching, including 150 clock hours of direct teaching. This commitment is a full-time, full semester 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 grade levels (primary and upper elementary). 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 primary classroom plus 75 hours in a upper elementary classroom for Traditional Interns). For **Traditional Teacher Candidates**, 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.

The Traditional Teacher Candidate begins by observing the teacher and then co-teaching. _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 classroom 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.

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.

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.

Teacher Candidates will participate in a Mason-led course throughout the duration of their internship experience. The course will house all of the documentation necessary for the teaching internship, but will also be a place for dialogue, workshopping, and reflection.

This university portion of 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 August 16, 2021 at 9AM.

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.

Learner Outcomes or Objectives

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

ACEI Standards; InTASC (Interstate Teacher Assessment and Support Consortium) Standards; CAEP (Council for the Accreditation of Educator Preparation) Standards

Teacher candidates are expected to demonstrate their acquisition and ability to apply the following ACEI Standards for Elementary Candidates.

ACEI Standards
1.0 Development, Learning and Motivation
2.0 Curriculum Standards
3.0 Instruction Standards
4.0 Assessment Standards
5.0 Professional Standards

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.

Expectations for participation

This online course is **not self-paced.** You will be expected to complete the tasks in a timely manner according to the course schedule. However, school holidays, professional development days, and so forth may mean that the teacher intern will need to modify the schedule of assignments according to his/her/their school calendar. If such situations arise, the teacher candidate must communicate the needed changes with the university supervisor/course facilitator to create a mutually agreed upon schedule. Teacher Candidates are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates, mentor teacher, university supervisor, and students.

- **Course Week:** This course is asynchronous. Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on **Mondays**, and **finish** on **Sundays**.
- **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 **2** 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.
- **Workload**: Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus, or make adjustments with consultation with the University Supervisor or Course Facilitator.
- **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 university supervisor or course facilitator via telephone or web conference. Students should email the University Supervisor or Course Facilitator 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 ensure accessibility must be registered with George Mason University Disability Services.
- **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 once the semester has begun. The candidate must withdraw from the traditional internship and may apply for an OTJ internship in a future semester.

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.

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 may not be substitute teachers. Teacher Candidates are not allowed to be employed (except as 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 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 or Course Facilitator 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 required documentation to Blackboard and will engage in community workshopping and reflection activities here, as well.   Failure to submit required documentation 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 Department of Education: The Virginia Department of Education currently requires that all Teacher Candidates also complete the following training:

- Hands-on training as part of CPR/First Aid/AED certification (required BEFORE applying for their teaching license).
- VDOE Dyslexia Awareness training module (required BEFORE applying for their teaching license).

Course Performance Evaluation

Teacher Candidates are expected to submit all evaluation documentation on time and in the manner outlined in the TCLDEL Teaching Internship Manual.

- **Grading**

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 or Course Facilitator 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.

VIA 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: International Elementary Internship Evaluation, InTASC Rubric, and the Observer Disposition Assessment to VIA through Blackboard. Failure to submit the assessments to VIA (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 VIA submission, the IN will convert to a NC nine weeks into the following semester.

Professional Dispositions

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

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. Because we live in uncertain times, if you have any extraordinary circumstances that prevent you from submitting your work in a timely manner, it is your responsibility to contact the University Supervisor or Course Facilitator as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve late/makeup work.*

Incomplete (IN):

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

Course Withdrawal with Dean Approval

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

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.**

COURSE SCHEDULE

Key:

Blue = Reflection topic or workshop sharing 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 August 23 – August 29	Reflection 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 mentor teacher. • Submit Student Placement and Information Sheet
WEEK 2 August 30 - September 5	• Submit first Bi-Weekly Progress Report
WEEK 3 September 6 - September 12	Sharing Workshop: What is the biggest hurdle you have had to face getting underway with your teaching internship? What resources have your found (or have your mentor teacher/university supervisor) suggested to help? What next steps are you taking to overcome this hurdle? *In your response to others, please offer hints, tips, or suggestions that you might have! This is a great place to share ideas, strategies, resources, and, most importantly, encouragement.* • Submit first Log of Hours
WEEK 4 September 13 - September 19	• Submit second Bi-Weekly Progress Report • **Submit InTASC Evaluation Form (Midterm for first placement)**
WEEK 5 September 20 - September 26	• **Complete first teaching evaluation OR submit first set of video clips and reflections** • **Submit International Elementary Internship Evaluation Form – Observation 1**
WEEK 6 September 27 - October 3	Sharing Workshop: Classroom management can be a challenge as you get underway with your teaching internship. What strategies are you currently using to inform your classroom management techniques? Have you learned new strategies that you think

	others might benefit from learning? Have you uncovered any great resources that you could share here? *In your response to others, please offer hints, tips, or suggestions that you might have! This is a great place to share ideas, strategies, resources, and, most importantly, encouragement.* • Submit third Bi-weekly Report
WEEK 7 October 4 - October 10	• **Complete second teaching evaluation OR submit second set of video clips and reflections** • **Submit International Elementary Internship Evaluation Form – Observation 2** • **Complete evaluation from Educator Preparation Office (link to be provided by university supervisor or course facilitator)** • **Complete first teaching evaluation OR submit first set of video clips and reflections** • **Submit International Elementary Internship Evaluation Form – Observation 1**
WEEK 8 October 11 - October 17	Reflection Topic 2: How have you grown as a teacher so far in these 8 weeks? • Submit second Log of Hours • **Submit InTASC Internship Evaluation Form (Final for first placement)** • **Submit Summary of Placement, Supervisors, Hours, and Final Grade**
WEEK 9 October 18 - October 24	• **Review syllabus and deadlines with mentor teacher** • **Submit InTASC Internship Evaluation Form – Midterm**
WEEK 10 October 25 - October 31	Sharing Workshop: What elementary resources have you found/seen at your school that you find most helpful and useful in your teaching? Are there resources for a specific topic or strategy that you wish you had? *In your response to others, please offer hints, tips, or suggestions that you might have! This is a great place to share ideas, strategies, resources, and, most importantly, encouragement.* • Submit fourth Bi-Weekly Progress Report
WEEK 11 November 1 - November 7	• **Complete third teaching observation OR submit third set of video clips and reflections** • **Submit International Elementary Internship Evaluation Form – Observation 3**

WEEK 12 November 8 - November 14	Sharing Workshop: Fun! We know that students love games to enhance their learning – students often have so much fun playing that they can forget that they are learning/practicing/strengthening their learning. Share a game that you have played (or seen played) that you think is a great addition to your "teaching backpack" of ideas. Explain what the purpose of the game, how to play it, any hints/tips for facilitating it, and any great stories you have from using it (if possible). Pictures welcome! *In your response to others, please offer hints, tips, or suggestions that you might have! This is a great place to share ideas, strategies, resources, and, most importantly, encouragement.* • Submit fifth Bi-Weekly Progress Report • Submit third Log of Hours • **Submit InTASC Internship Evaluation Form (Midterm for second placement)**
WEEK 13 November 15 - November 21	Reflection 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?
WEEK 14 November 22 - November 28	• Submit sixth Bi-Weekly Progress Report • **Complete fourth observation OR submit fourth set of video clips and reflections** • **Submit International Elementary Internship Evaluation Form – Observation 4** • **Complete evaluation from Educator Preparation Office for second placement** • **Complete second observation OR submit second set of video clips and reflections** • **Submit International Elementary Internship Evaluation Form – Observation 2** • **Submit Fieldwork Observation Form for 20 hours of fieldwork completed at the Alternative Level**
WEEK 15 November 29 - December 5	Reflection 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? • Submit fourth Log of Hours • Submit InTASC Internship Evaluation Form – Final • Submit Summary of Placement, Supervisors, Hours, and Final Grade • Submit Common InTASC Internship Evaluation to VIA • Submit final International Elementary Internship Evaluation Form to VIA • Submit Disposition Assessment to VIA

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 Teacher Candidate will provide the University Supervisor or Course Facilitator with information concerning their placements or internships and Mentor Teacher(s) at the beginning of the semester. This will provide the University Supervisor or Course Facilitator 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 **August 29**.

2. Shared Reflections and Workshopping

Teacher Candidates will interact with other Teacher Candidates and the University Supervisor or Course Facilitator through *shared reflections* and *group workshopping* on Blackboard. Each student will be required to submit four reflections and participate in four workshops throughout the semester. Each reflection and workshop will have a specific theme. Reflections and workshops will be due on **August 29, October 3, October 17, October 31, November 14, November 21, December 5.**

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 Mentor Teacher. The format may be mutually determined by the Teacher Candidate and the Mentor 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 Mentor Teacher and On-Site Supervisor or University Supervisor. **Due daily to your mentor teacher throughout the semester.** Lesson plans are not submitted to Blackboard, with the exception of lesson plans that accompany formal evaluations.

4. Hours Logs

Each Teacher Candidate 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 math nights).

Hours logs are due on **September 12, October 17, November 14, December 5.**

5. Bi-Weekly Progress Reports

Each Teacher Candidate will submit a progress report every two weeks (the forms are available 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 **September 5, September 19, October 4, October 31, November 14, November 28.**

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 University Supervisor or On-Site Supervisor; **2** times in the first placement and **2** times in the second placement. The evaluation form for international elementary teacher Candidates is provided in the Student Teaching Handbook (International Elementary Internship Evaluation Form). Teacher Candidates *with one placement* must be observed at least **2** times during their placements by both the Mentor Teacher and the University Supervisor or On-Site Supervisor

> Teacher candidates who have *face-to-face* (or *synchronous virtual)* observations must schedule the lesson to be observed in advance with the Mentor Teacher and University Supervisor. Teacher candidates who have *asynchronous virtual* observations must schedule the lesson to be observed in advance with the Mentor Teacher and On-Site Supervisor. Additionally, *asynchronous virtual* observations must be recorded to be shared with the Course Facilitator.

For each observation, the *face-to-face and synchronous virtual observation* Teacher Candidate will submit the following to Blackboard: lesson plan from the lesson, a one-page reflection on the lesson (highlighting what went well, what did not go as planned, changes you would make in re-teaching the lesson, etc.), and the Evaluation Rubric completed by the Mentor Teacher.

For *asynchronous* Teacher Candidate observations, the Teacher Candidate will submit the following to Blackboard: Lesson plan from the lesson, the Evaluation Rubric completed by the Mentor Teacher, and four clips from the recorded lesson. 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 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. An example is provided on Blackboard.

Formal observations evaluations are due on **September 24, October 8, November 5, November 26** for Traditional Teacher Candidates and **October 8** and **November 26** for On-The-Job Candidates.

7. **Summary of Placement, Supervisors, Hours, and Final Grade**

At the end of each placement, the Mentor Teacher and the On-site Supervisor or University Supervisor will complete a summary of placement form summarizing your placement experience.

This form can be found in the Teacher Candidate Handbook. The form will then be scanned and uploaded onto Blackboard by the Teacher Candidate. This form will be completed twice for Teacher Candidates with two placements and once by Teacher Candidates with on-the-job placements.

The Summary of Placement, Supervisors, Hours, and Final Grade form is due from Candidates with two placements on **October 17** and **December 5**.

The Summary of Placement, Supervisors, Hours, and Final Grade form is due from On-the-Job Teacher Candidates on **December 5**.

8. **InTASC Internship Evaluation Form**

Teacher Candidates will need to submit this twice during their placements – once halfway through and again at the end. This form is found in the Teacher Candidate Handbook and should be completed by the Mentor Teacher.

The InTASC Internship Evaluation Form is due from Candidates with two placements on **September 19, October 17, November 14 and December 5**. The InTASC Internship Evaluation Form is due from On-The-job Candidates (OTJ) on **October 24** and **December 5**.

9. **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 can be found in the Teacher Candidate Handbook. Please ask the University Supervisor or Course Facilitator if you have any questions about the level you must observe.

The fieldwork observation form is due on **November 28.**

10. **VIA Evaluations**

For EDCI 792, there are three assignments you will need to complete to VIA – the InTASC Common Internship Evaluation, the TCLDEL Observer Disposition, and the EDCI 792 International Elementary Internship Evaluation (please see below). These assessments are related to the College of Education and Human Development and their use of VIA. For each CEHD course, assignments are being collected for program accreditation and analysis. Final evaluations are due for all Candidates on **December 5.**

- InTASC Evaluation: There is no additional work required. The Teacher Candidate will upload the final InTASC evaluation into VIA.
- Observer Disposition/Self Reflection Dispositions: The observer disposition will be completed by the Mentor Teacher and submitted by the Teacher Candidate in VIA. The Teacher Candidate will complete a self-reflection disposition evaluation on VIA.
- A final Intenrational Elementary Internship Evaluation form will need to be completed by the Mentor Teacher. This evaluation is meant to be "holistic" rather than focused on one, specific lesson.

International Elementary Intern Evaluation

(To be used by mentor teacher and on-site supervisor for two formal observations 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.		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 positively 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.		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.		Standard 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.		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.		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.		
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.		Standard 2
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.		
Candidate actively engages students in planning and conducting scientific investigations		
Candidate plans activities to develop students' critical thinking and problem-solving skills		Standard 2
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.		
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.		Standard 2
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.		
Candidate integrates social studies instruction drawn from other academic fields, including culturally relevant information.		
Candidate creates activities that actively involve students in democratic principles.		Standard 2
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 (InTASC)

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:

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

Not Proficient 1	Proficient 2	Highly Proficient 3
◯ 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.	◯ 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.	◯ 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.
Optional comments or evidence		

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

Not Proficient 1	Proficient 2	Highly Proficient 3

Not Proficient	Proficient	Highly Proficient
◯ 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.	◯ 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.	◯ 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
◯ 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.	◯ 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.	◯ 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

Not Proficient 1	Proficient 2	Highly Proficient 3
◯ 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.	◯ 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.	◯ 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.
Optional comments or evidence		

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

Not Proficient 1	Proficient 2	Highly Proficient 3
◯ 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.	◯ 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.	◯ 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.
Optional comments or evidence		

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

Not Proficient 1	Proficient 2	Highly Proficient 3
◯ 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.	◯ 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.	◯ 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 rating of learner needs and abilities, and the Candidate consistently analyzed data to inform instruction, with a clearly articulated rationale for data-based instructional decisions.
Optional comments or evidence		

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

Not Proficient 1	Proficient 2	Highly Proficient 3
◯ 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.	◯ 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	◯ 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

	strategies aligned with standards, including College- and Career-Ready Skills, and connects to future learning.	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
○ 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.	○ 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.	○ The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate, available technologies, to engage and challenge learners in differentiate 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

◯ 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	◯ 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.	◯ 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
◯ 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.	◯ 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.	◯ 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.

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see 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 VIA should be directed to VIAhelp@gmu.edu or https://cehd.gmu.edu/aero/VIA. 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/**.**