



Division of Advanced Professional Teacher  
Development and International Education

Teaching Culturally, Linguistically Diverse & Exceptional Learners

# Teaching Internship Manual

## EDCI 790

### English as a Second Language

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**2017 - 2018 Academic Year**

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### **Evaluation Feedback on the Internship Process**

Teacher Candidates, Mentor Teachers, and University Supervisors will complete online evaluation forms on various aspects of the internship process for program feedback, improvement, and accreditation purposes. A link to evaluation forms will be sent by email to each member of the internship team at the end of the semester.

# INTRODUCTION

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

Virginia state licensure for English as a Second Language (ESL) teachers at the PreK-12 levels requires teacher candidates to conduct Teaching Internships at both elementary and secondary levels. Since Mason's 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 7 weeks at each level.

EDCI 790, *Internship in Education*, is the final course and culminating experience in Mason's state-approved ESL teacher licensure program. It provides opportunities for extended practice under the guidance of experienced professionals from the schools and university. Such professionals in the schools are called *Mentor teachers (MT)*, except when they have been trained as clinical faculty to assume more responsibility for supervision of Teacher candidates. The *University Supervisor (US)* may be full-time or adjunct faculty.

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

Many problems can be avoided by following instructions in this manual and by seeking assistance early. Always try to solve a problem as close to the source as possible. If that is not possible, respect the lines of communication and authority in the school and university. For example, students should work with their Mentor teachers, principals, and On-site Supervisor before seeking help from the university supervisor. However, the Multilingual/Multicultural education program is available to provide information and assistance to all members of the student teaching team.

## REGULATIONS FOR PRE-K – 12 TEACHER LICENSURE IN VIRGINIA

The [Virginia Department of Education \(VDOE\)](#) licenses teachers and administrators according to regulations adopted by the board of education. The VDOE also administers regulations governing educator preparation programs to ensure that teachers enter the classroom with content knowledge and instructional skills aligned to the VA Standards of Learning and other objectives for learning and achievement.

The Commonwealth of Virginia [requirements for teacher licensure](#) are:

- A bachelor’s degree in the arts or sciences from a regionally accredited institution
- Passing scores on: Praxis I test (or SAT or ACT test scores) and VCLA
  - Praxis I tests measure reading, writing, and mathematical skills and may be taken in paper or computer format OR alternative tests described at [http://www.doe.virginia.gov/teaching/educator\\_preparation/college\\_programs/entry\\_assessment.pdf](http://www.doe.virginia.gov/teaching/educator_preparation/college_programs/entry_assessment.pdf)
  - **NEW: Praxis II test in ESL (#5362) as of Sept. 1, 2017**
  - The Virginia Communication and Literacy Assessment (VCLA) measures the communication and literacy skills necessary to teach and communicate effectively with parents and others in the education community.
- Endorsement area course work. Specific course work in the endorsement area (ESL, English, history/social science, mathematics, sciences, elementary, etc.).
- Education course work. Professional studies (education) course work is included in Mason’s state-approved licensure programs.
- Teaching Internship offered through George Mason University’s state-approved programs OR one year of successful teaching experience. Provisionally licensed teachers may satisfy this requirement through full-time, successful employment as a teacher.

### **NEW REQUIREMENTS added by VDOE as of July 1, 2017**

- Hands-on training as part of [CPR/First Aid/AED certification for internship](#) required before applying for their teaching license.
- [Complete the new VDOE Dyslexia Awareness training module](#) required for teacher licensure.

## ELIGIBILITY FOR ESL TEACHING INTERNSHIP

Eligibility for Teaching Internships requires that candidates have<sup>1</sup>:

- 1) Good academic standing;
- 2) Satisfactory completion of all other licensure coursework in the program;
- 3) Passing scores on
  - a) The [Virginia Communication and Literacy Assessment](#) (VCLA). A total test score of at least 470 (235 in each Reading and Writing section) is passing for the VCLA.
  - b) [Praxis I](#) tests (or approved alternatives) of reading, writing and mathematics.
  - c) [Praxis II](#) test for teachers of English as a Second Language (as of Sept. 2017)

*Note: The state of VA will require submission of test scores for the [PRAXIS II](#) in English as a Second Language for candidates applying for licenses after Sept. 2017. Passing scores will need to be provided by candidates prior to the Teaching Internship.*

## GRADING POLICY

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

1. The grading scale will be Satisfactory (S), In Progress (IP), or No Credit (NC), in accordance with Mason policy for Internships and GSE policy for counseling and administrative Internships.
2. The Mentor Teacher(s) and the University Supervisor will determine the interim and final grades jointly after consultation. If the MT & US cannot agree on a final grade, the Director of the Division of Advanced Professional Teacher Development & International Education will determine the grade based on a review of the documentation and, in some cases, observation of the candidate's performance.
3. A Teacher candidate who receives a total score of less than 3.0 on the final overall *Analytic Scoring Rubric for Evaluation of ESL Teacher Candidate or the Teacher Candidate Assessment rubric* will not be recommended for a state teaching license until he/she repeats all or part of the internship with a grade of S (this may require enrolling and paying tuition for additional credit hours in a subsequent semester.)
4. A Teacher candidate whose performance cannot be evaluated at the end of the grading period will receive a grade of *IN*. An *IN* grade will be changed to *S* or *U* before the beginning of the next semester.
5. Teacher candidates earning a grade of *NC* who wish to repeat the internship for credit will be allowed to do so after they re-apply for a teaching internship, submitting all new paperwork. Candidates will be allowed to repeat the internship experience only once.

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

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<sup>1</sup> **Candidates.** According to the Council for the Accreditation of Educator Preparation (CAEP), candidates are individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other school professionals. Candidates are distinguished from *students* in PreK–12 schools.

## TEACHING INTERNSHIP GUIDELINES

**Attendance:** Teacher candidates maintain the same schedule as 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 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.

**Substituting:** Teacher candidates are not allowed to be employed (except for On-the-Job Interns) or paid as substitute teachers.

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

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

**Records Retention:** Contents of cumulative folders will be retained for one year after completion of the internship. After that, the transcript and the *Analytic Scoring Rubric for Evaluation of Teacher candidates* will be the only available records. Therefore, Teacher candidates should keep their own copies of evaluations, logs, summaries, and other records pertaining to the Teaching Internship.

## SPECIAL ASSISTANCE FOR TEACHER CANDIDATES

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

Some special supports include:

- Arranging for observation of another candidate or a teacher who models the skills which the candidate needs to demonstrate, followed by a conference.
- Changing a placement within the school to provide a better match of candidate and Mentor teacher.
- Changing a placement to another school if a suitable alternative placement is not available in the same school.
- Modifying the schedule for independent teaching to begin more gradually and/or to add days.
- Providing special experiences during the period after independent teaching in order to address areas needing improvement.
- Facilitating conferences with the candidate's academic advisor and/or course instructors.
- Advising the candidate that it is in his/her best interests to repeat all or part of an Internship in the following year.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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



## TEACHING INTERNSHIP PLACEMENTS

Requests for placements are processed by the [Office of Academic and Student Affairs' Field Placement Specialist \(FPS\)](#) [Thompson Hall Rm. 1708] based on the number of applicants, the licensure areas, the availability of voluntary, qualified Mentor Teachers recommended by school principals and/or University Supervisors, and each school division's conditions for accepting Teacher candidates.

Assignments of University Supervisors are made before the semester begins based on their experience and availability. Qualified adjunct faculty are employed as University Supervisors when full-time faculty are not available.

Changes in Teaching Internship placements, Mentor teachers, and/or University Supervisor assignments are rarely made and considered only for serious reasons. Such changes must be approved by the Mason Supervising Faculty Member in charge of the ESL Teacher Internship and coordinated through the Office of Academic and Student Affairs.

## FORMAT FOR TEACHING INTERNSHIP

Teacher candidates will 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 ESL PreK-12 program will spend half of their internship period at the elementary grade level (K-6) and the remaining half at the secondary level (7-12). This will typically require a change of school.

*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 elementary or secondary 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 high school will be required to observe an ESL teacher in an elementary school during the Teaching Internship. On-the-Job candidates should make arrangements with their principal or supervisor to complete required observation hours. Hours can be completed by utilizing early release days, planning periods, or by taking leave.

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

The *Traditional* Teacher candidate will gradually assume responsibility for each class until he/she carries as close to a full teaching load as possible for a minimum of 4 weeks. Toward the end of the assignment, the Teacher Candidate gradually returns responsibility for instruction of each class to the ESL teacher.

During the transition periods before and after independent teaching, the Mentor teacher and the Teacher candidate may co-teach or share responsibility for specific periods or subjects.

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

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

## **LENGTH OF TEACHING INTERNSHIP**

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

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

On-the-Job (OTJ) licensure candidates will be required to complete a minimum of 20 hours of observation and, if possible, direct teaching in an alternative grade level in order to meet internship requirements. Teachers in a high school or middle school will be required to do this observation at an elementary school and vice versa.

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.

All teacher candidates are expected to complete the full semester of the Internship. The Director of the Division of Advanced Professional Teacher Development & International Education may approve early termination based upon the recommendation of the University Supervisor and Mentor teacher. On-the-Job Interns completing 300 hours before the end of the semester will be 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 semester.

## **Coursework & Part-Time Jobs During the Internship**

Due to the intensive nature of the Teaching Internship, candidates will not be approved for taking any courses while in this internship and are strongly discouraged from holding a part- or full-time job during the semester in which they conduct the Internship.

## **RESPONSIBILITIES OF THE TEACHING INTERNSHIP TEAM**

The Teaching Internship Team consists of 3 members: the Teacher Candidate (TC), the Mentor Teacher (MT), and the University Supervisor (US). The effectiveness of the Internship depends on the degree to which all members of the Teaching Internship team fulfill their responsibilities and establish good working relationships. Frequent and open communication is essential. Each candidate should maintain weekly contact with his/her US by phone or email, especially when questions or challenges occur.

### **The Teacher Candidate**

The Teaching Internship can be a time of great personal and professional growth. Being a full-time position, it can be stressful, because there is so much to learn and so much at stake. Being flexible in adapting to differences in school cultures, teaching styles, supervisors' philosophies, and students' needs will reduce anxiety and increase growth.

First Meeting with your Mentor teacher -- The TC will make the initial contact with the MT to arrange the first meeting after ensuring that the University Supervisor can also attend that meeting. The US will explain the requirements for the Internship to the MT. The TC is NOT expected to explain all procedures and forms at the first meeting -- that is the University Supervisor's role. The first meeting should take place at least one week before the Internship period begins.

During the Internship, Teacher candidates should:

- Plan in great detail. Planning is one area where you cannot emulate an experienced teacher.
- Become a “reflective practitioner.” Learn from everyone around you, but especially from your students and from your own missteps.
- Earn the respect and confidence of colleagues by demonstrating initiative, responsibility, and resourcefulness.
- Demonstrate high standards of ethics and professionalism in your dealings with colleagues, students, and parents.
- Ask for assistance, feedback, coaching and constructive criticism - and act on it as appropriate.
- Be responsible for initiation of progress reports, completion of log of hours, and collection of all documentation.

**Formal Observations:** Each candidate will be observed jointly by the US and MT on at least four separate occasions distributed as evenly as possible throughout the semester. For each formal observation, candidates will arrange to independently teach (unassisted and uninterrupted by the MT or any other teacher) one class or group of students for a 60 – 90 minute period. Candidates working with MTs who do pull-out sessions with small groups for 30 minutes at a time will arrange to work with 2 groups consecutively during the Formal Observation. Interns will complete the Lesson Plan template (see *Resource Materials*) for each Formal Observation.

**Teacher Tasks & Resources Checklist** (*for review but not submission*): The Teacher candidate should review this Checklist with the Mentor teacher after the first week of working together. Areas of interest should be addressed during the remainder of the internship (*for each school placement for traditional candidates*).

## Videos of Teaching & Required Seminars

Teacher candidates will submit two video recordings of 20 – 30 minute teaching segments in Weeks 4 and 12 for feedback from University Supervisors. Weeks 4 and 12 are firm deadlines, set to allow for feedback from your University Supervisor BEFORE your mid-term or final performance evaluation. Your US will provide you with feedback for improvement within one week of your email notifying her that you have uploaded your video to Blackboard.

Along with your video, please send with your notification email a 1-page description setting the scene or providing the context (time of day, age group, level of proficiency, target learning goal) and ONE goal for improvement that you have set for yourself based on previous feedback from your MT and US. What was the recorded lesson meant to accomplish for you and for the students? What does it demonstrate about your teaching? Based on the video, what would you like to be able to do more effectively?

### **Q: What technology will I need?**

A: Any video source—smart phone, pad/tablet, video camera. Just download the video to a PC or laptop and then upload the video file to the *Assignments* tab on Blackboard using instructions for uploading videos with Kaltura at the following link:  
<http://doit.gmu.edu/students/course-tools/kaltura/>

### **Q: What permissions will I need to videotape in my classroom?**

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

## Required Seminars

Teacher candidates are required to attend monthly seminars conducted throughout the semester on topics of direct relevance to your teaching. Seminars are typically conducted on Wednesdays from 5:30 to 7 pm with optional dinner afterward. Topics to be addressed, based on feedback from previous ESL interns, include: *classroom management, cooperative learning, culturally-responsive instruction, and working with traumatized immigrants or refugees*.

## Documentation

The Teacher candidate will complete the following items and keep copies of them:

- **Log of Hours:** Teacher candidates must keep a daily log of hours specifying hours spent in direct teaching activities, indirect teaching activities, and other school-based activities. A subtotal of hours is calculated and submitted to the University Supervisor at the midterm or end of first placement, and a total sum of hours is submitted at the end of the semester.
- **Bi-Weekly Progress Report:** Teacher candidates complete Part I of the Progress Report every two weeks, give it to the Mentor teacher for completion of Parts 2 and 3, and **submit it to the University Supervisor prior to each Formal Observation session.** This is to keep the US in the loop of dialogue that has transpired between TC and MT.
- **Lesson Plans:** For all direct teaching activities, the Teacher Candidate will provide lesson plans for review by the Mentor teacher. The Teacher Candidate should also submit draft lesson plans and accompanying materials to be used as part of the Formal Observation to the University Supervisor **AT LEAST 48 HOURS PRIOR TO THE FORMAL OBSERVATION.** The format may be mutually determined, but should include the elements listed in the *Lesson Plan Elements* found in the *Appendix of Resource Materials.* The only lesson plans to be turned in to the University Supervisor are those used during the Formal Observations by the US. (use file-naming protocol for electronic files – see instructions for lesson plans).
- **Certification Form** – for On-the-Job Interns only
- **Evaluation Forms:** At the end of each school placement (or end of semester for On-the-Job candidates), the Teacher candidate should complete online Evaluation Forms for the Mentor teacher. All candidates should complete online Evaluation forms for the University Supervisor only once, at the end of the semester.

### Note on Extended Absences by TC, MT, or US:

If a Mentor teacher, University Supervisor, or Teacher Candidate plans on being away from the school setting and Internship experience for more than 3 consecutive days, this extended absence will need to be approved by the university professor in charge of the ESL Teaching Internship before final placement is made. Since the Teaching Internship is an intensive supervised teaching experience, extended absences are not recommended for any member of the Internship Team.

## The Mentor Teacher (MT)

The Mentor Teacher (MT) serves as a role model, instructor, and coach to the teacher candidate. The MT also serves as a primary contact and liaison to content area faculty who work with ESL students.

The Mentor Teacher will join the University Supervisor in making four (4) Formal Observations of the ESL teacher candidate. The MT and US will sit together to evaluate at least four 60 to 90-minute lessons led independently by the Teacher Candidate and will evaluate the Intern's planning and implementation skills as well as classroom management procedures. These joint observation/evaluations will take place with both Traditional and On-the-Job Teacher candidates. During each of the four scheduled Formal Observations, the teacher candidate will lead the class independently, without assistance or interruption from the MT or any other teacher, assistant, or administrator in the room.

The Mentor Teacher's primary responsibility is for his or her own students' welfare and learning. Therefore, supervising a *traditional teacher candidate* requires careful planning of the transition to independent teaching and accurate judgment about the teacher candidate's readiness for it. Working with *On-the-Job candidates*, the MT's responsibility is to make regularly scheduled observations of the teacher candidate in different classroom settings and provide constructive suggestions for improvement. Should the MT determine that the teacher candidate is NOT ready to independently teach a class by Week 3, the MT should contact the US as soon as possible to discuss alternatives.

The MT should conduct informal observations of the Teacher candidate at least several times a week throughout the Teaching Internship and provide feedback and suggestions for becoming a more effective teacher.

In every case, the Mentor teacher should:

- Introduce the Teacher Candidate to content area or general education faculty and allow the candidate to shadow several ESL students to their classes during the first or second week of the Internship
- Withdraw gradually from teaching your own students during the *traditional candidate's* independent teaching period (Weeks 3 – 7), shifting as close to complete authority and responsibility as possible for all of your students to the Intern.
- Provide access to a full range of teacher tasks and resources.
- For *Traditional Candidates*, co-plan and co-teach during the first few weeks of working together.
- Communicate regularly with the Teacher candidate, for *Traditional Candidates* about why you make instructional decisions and for *On-the-Job candidates*, about why they need to make certain adjustments.
- Guide and/or provide feedback on the teacher candidate's instructional planning and assessment of students' learning.
- When giving feedback, encourage reflection and self-analysis.
- Be open and honest about areas needing improvement, and provide assistance as feasible.
- Treat the teacher candidate as a valued colleague in order to increase students' and parents' acceptance.
- Discuss any concerns or problems with the University Supervisor.

- Complete Bi-weekly Progress Reports.
- Complete the *Analytic Scoring Rubric for Evaluation of ESL Teacher Candidate* and the *Teacher Candidate Assessment* and reach consensus with the University Supervisor on the total score.
- Complete online evaluation forms for the University Supervisor and this Internship Manual to be sent to each Mentor Teacher by email at the end the Teaching Internship experience.
- Provide the teacher candidate with a recommendation for employment, if warranted.

## Documentation

- **Log of Hours** – the MT should verify and sign the Log of Hours on at least a weekly basis.
- **Bi-Weekly Progress Reports:** The MT completes parts 2 and 3 of the *Progress Report* (once every 2 weeks)
- **Lesson Plan Rating Scale:** As part of each Formal Observation conducted by the University Supervisor, the MT & US will each independently rate the planning and instructional ability of the Teacher candidate, compare scores and agree on a final score. The MT is encouraged to use this form to provide feedback to the Intern even when the US is not making a formal observation.
- **Analytic Scoring Rubric for Evaluation of ESL Teacher candidate:** At the end of each school placement, the MT completes the *Analytic Scoring Rubric for Evaluation of Teacher Candidates* and reaches consensus with the University Supervisor about the assignment of a SATISFACTORY or UNSATISFACTORY grade. *On- the-Job candidates* should also be scored for mid-semester and final evaluation using this rubric.
- **InTASC Scoring Rubric.:** In Weeks 8 and 16, the MT will complete, jointly with the US, a college-wide rubric based on InTASC and ISTE Standards for teachers.
- **Assessment of Dispositions** – same as above
- **Online Evaluation Forms:** The MT should complete an online evaluation report on the Teacher Candidate and the University Supervisor. This form will be sent by email to each MT at the end of the internship at his/her school.
- **Teacher Tasks & Resource Checklist** (*for review but not submission*): The MT should review this list (found in the Appendix on Resource Materials) with the teacher candidate after the first week of working together. Areas of importance to the teacher candidate should be addressed in the remaining weeks.
- **Mentor Teacher Pay Form & Request for Taxpayer ID Number**– the MT should complete and submit these forms (found in the *Mentor Teacher Handbook*).

## NEW - Resources for Mentor Teachers

As of Sept. 2017, all Mentor Teachers will be contacted by email and invited to participate in a new training course titled [Mentoring Mason Teacher Candidates](#) and posted on the EPO website. Participation by MTs is not mandatory but is highly recommended. Completion of the course can lead to 10 recertification points.

### Mentoring Mason Teacher Candidates

In this [online course](#) for Mentor Teachers (MTs) supervising Mason Teacher Candidates, MTs will work through 5 modules. You'll be able to review expectations, hone your supervising skills, and learn about Mason's teacher education programs. You will also create a Teacher Candidate Tool Kit, a helpful resource for your ESL Teaching Intern.

- **Module 1 What's New in Mason's Teacher Education Program** This module will bring you up to date on current programs, new assessments, and teacher education standards. You will also be introduced to the course project: Teacher Candidate Tool Kit. Throughout this course, you would develop this resource that will welcome and support Teacher Candidates in your classroom and school. This tool kit will be submitted in the final module.
- **Module 2 Evaluation Standards and Common Assessments** This module will introduce you to the specific teacher education standards use across all programs and those specific to programs and content areas.
- **Module 3 Relationship Building** This module describes what to do before your teacher candidate arrives or soon thereafter to create a welcome space for him or her in your classroom. You'll also learn ways to develop a strong Mentor/Teacher Candidate relationship during the first few weeks of school.
- **Module 4 Supervision Observation and Clinical Supervision Cycle** This module provides an opportunity for you to complete an observation and practice giving feedback on the lesson.
- **Module 5 Evaluating Your Teacher Candidates** This final module gives you an opportunity to review the evaluation process and write a recommendation letter. You will submit your completed Teacher Candidate Tool Kit and receive your Certificate of Completion.



## University Supervisor (US)

The University Supervisor serves as a liaison between the university and the school, providing support and guidance to both the Teacher Candidate and the Mentor Teacher. The University Supervisor plays a critical role in facilitating communication and providing feedback, assistance, and evaluation for each teacher candidate.

Each University Supervisor will:

- Conduct, jointly with the MT, a pre-planned, Formal Observation of each Teacher Candidate at least four times during the Teaching Internship semester, for Traditional candidates – twice at the elementary and twice at the secondary level. These observations will last from 60 – 90 minutes at a time.
- Lead pre- and post-conferences (joined by the MT) for each Formal Observation and provide copies of the written reports resulting from each conference for each Teacher Candidate and Mentor Teacher.
- Be accessible to Teacher Candidates and Mentor Teachers through regular observations, by phone, and by email.
- Encourage open communication between members of the Teaching Internship team and a collaborative approach to supporting the Intern.
- Provide one or more in-person or online seminars after school hours for teacher candidates to gather to brainstorm strategies that work for lesson planning, classroom management, cooperative learning, and other topics of interest.
- Provide guidance on policies and procedures for the teacher candidate and check to ensure that they are followed.
- Promote reflective practice through interactive clinical supervision, encouraging self-analysis.
- Facilitate the record keeping and documentation necessary for licensure and administration of the program.
- Sign each teacher candidate's Log of Hours for each school.
- Provide mid-semester and final scores using the *Analytic Scoring Rubric for Evaluation of ESL Teaching Candidates* and the *Teacher Candidate Assessment* rubric.
- Keep the Office of Student and Academic Affairs informed of major problems or changes in the placement of the Teacher candidate.
- Complete online evaluation form for each Mentor Teacher.
- Complete online evaluation form for each Teacher Candidate.

## Documentation

- **Lesson Plan Rating Scale:** The US, with input from the MT, completes a Rating Scale for each lesson observed during the four Formal Observations.
- **Formal Observation Reports:** University Supervisors conduct observations using the *Formal Observation Report* form for each Teacher candidate at least four times during the entire Internship. These observations should be distributed at equal intervals, approximately every two-three weeks, preferably with two observations being made in each semester half. Observations should be of different classes or subject areas whenever possible. University Supervisors should share these reports with the MT as well as the Teacher Candidate during the Formal Observation meeting.
- **Analytic Scoring Rubric for Evaluation of ESL Teacher Candidates:** The University Supervisor completes a mid-semester and end-of-semester *Analytic Scoring Rubric for Evaluation of ESL Teacher candidate* and reaches consensus on the total score with the Mentor Teacher. Signatures are necessary to verify consensus and that the form has been reviewed by the Teacher Candidate.
- **InTASC Scoring Rubric:** In Weeks 8 and 16, the MT will complete, jointly with the US, a college-wide rubric based on InTASC and ISTE Standards for teachers.
- **Assessment of Dispositions** – same as above
- **Log of Hours:** The US reviews and signs the *Log of Hours* for each semester half.
- **Evaluation of MT & Teacher candidate.** The US completes online evaluations, available by email, of all Mentor teachers and of the Teacher candidate.

The University Supervisor collects **all signed documentation** (checking that the Teacher Candidate has made personal copies), and **submits these in each Intern's folder, including ALL completed scoring rubrics and lesson plan rating scales for each observed lesson**, to Dr. Lorraine Valdez Pierce in Thompson Hall, Room 1502. This signed documentation collectively contains information needed to process the Intern's application for licensure.

Teacher candidates who are guest matriculates from other universities may require completion of additional documentation as described in materials provided to their University Supervisors and Mentor teachers.

Travel reimbursement forms for University Supervisors are submitted to Comfort Uanserume, OASA. Instructions and forms are provided at the beginning of each semester.

## Teaching *Schedule & Timeline A* for Traditional Candidates

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

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

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

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

## Teaching Schedule & Timeline B for On-the-Job Candidates

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

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

## Required Forms

**To be turned in to the University Supervisor  
by End of each School Placement (for *Traditional* Candidates) or  
End of Semester (for *On-the-Job* Candidates)\***

### **Appendix TC: Forms to be completed by the ESL Teacher Candidate**

TC-1: Log of Hours

TC-2: Bi-Weekly Progress Report

TC-3: Certification Form for OTJ Teacher Candidates

RM-4: Lesson Plan Template

#### **Online evaluation form to be sent by email to each intern**

*(Blackboard: Each candidate uploads one file for highest scoring lesson plan observed by US. Please combine lesson plan outline, handouts, Powerpoint slides, and supplementary materials into one file only. US will enter only highest scoring lesson plan rating scale scores on Blackboard.)*

### **Appendix MT: Forms to be completed by the Mentor Teacher**

MT-1: Bi-Weekly Progress Report

MT-2: Lesson Plan Rating Scale

MT-3: Analytic Scoring Rubric for Evaluation of ESL Teacher Candidate

MT-4: InTASC Scoring Rubric

MT-5: Assessment of Dispositions

Mentor Teacher Pay Form /W9

#### **Online evaluation form to be sent by email to each Mentor Teacher**

### **Appendix US: Forms to be completed by the University Supervisor**

US-1: Lesson Plan Rating Scale *(Blackboard: Post highest scoring rating scale only)*

US-2: Formal Observation Report

US-3: Analytic Scoring Rubric for Evaluation of ESL Teacher Candidate *(Blackboard: complete FINAL scores only)*

US-4: InTASC Scoring Rubric

US-5: Assessment of Dispositions

US-6: Checklist of Materials

#### **Online evaluation form to be sent by email to each University Supervisor**

## APPENDICES

Included in these appendices are forms which provide assistance in planning and monitoring each Teacher candidate's experiences. Most of these forms must be submitted to the Clinical Placement Specialist (FPS), via the University Supervisor (US), at the end of the internship period. Each form should be copied as needed. The Lesson Plan Rating Scales (with highest scoring lesson plan attached) and Analytic Scoring Rubrics need to be posted on Blackboard by the deadline.

All forms will be retained for one year. The *Analytic Scoring Rubric for Evaluation of ESL Teacher Candidates* will be retained indefinitely as the official record.

The George Mason University transcript for each candidate completing the internship will contain documentation of meeting state-approved teacher licensure program requirements, including hours of independent teaching at various grade levels and the final grade.

**Appendix TC: Forms to be completed by the  
ESL Teacher Candidate**

### Appendix TC-1: Log of Hours

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

Name of Tchr. Candidate: \_\_\_\_\_ School: \_\_\_\_\_

Log Sheet # \_\_\_\_\_ of \_\_\_\_\_ (e.g., 1 of 3)

Verified by Mentor Teacher: \_\_\_\_\_  
(Signature)

Reviewed by University Supervisor: \_\_\_\_\_  
(Signature)

| Date | Hours of Direct Teaching <sup>1</sup><br>(75 hrs. each school placement) | Hours of Indirect Teaching <sup>2</sup> (7<br>5 hrs. each school placement) | Hours of School-Based Activities <sup>3</sup> | Comments |
|------|--|---|---|----------|
|      |  |   |   |          |
|      |  |   |   |          |
|      |  |   |   |          |
|      |  |   |   |          |
|      |  |   |   |          |
|      |  |   |   |          |
|      |  |   |   |          |
|      |  |   |   |          |
|      |  |   |   |          |
|      |  |   |   |          |

<sup>1</sup>**Direct Teaching** = Time spent directly interacting with students, whether co-teaching, independent teaching, working with small groups, or working one-on-one with a student. Candidates should aim for a variety of direct teaching experiences.

<sup>2</sup>**Indirect Teaching** = Time spent observing, planning, grading, attending faculty meetings, and other teaching-related experiences.

<sup>3</sup>**School-based Activities** = non-teaching duties occurring outside of school hours, such as parent open house or school multicultural nights.









**Appendix TC-3: Certification Form for On-the-Job ESL Teacher Candidates**

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

Semester/Year \_\_\_\_\_

Name of ESL On-the-Job Intern \_\_\_\_\_

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

\_\_\_\_\_

Name of ESL Teacher being observed \_\_\_\_\_

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

\_\_\_\_\_

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

| Date | Time |
|------|------|
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |

Signatures

\_\_\_\_\_

\_\_\_\_\_

ESL Teacher Intern

Date

\_\_\_\_\_

\_\_\_\_\_

ESL Teacher being Observed

Date

\_\_\_\_\_

\_\_\_\_\_

Principal for ESL Teacher being observed

Date

*For information, please contact Dr. L. V. Pierce at (703) 993-2050 or LPIERCE@gmu.edu*

**Appendix MT: Forms to be completed by the  
Mentor Teacher**



**Appendix MT-2: Lesson Plan Rating Scale \*\*\* Formal Observation # \_\_\_\_\_**

University Supervisors and Mentor Teachers will each score independently the Teacher Candidate’s planning and instructional skills observed during the Formal Observation. Please compare scores (by phone, email, or in-person), and assign the scores that you both agree on. A passing score will be at least a total of 30 points with no single item less than a 2.

**4 = Highly effective    3= Effective    2 = Ineffective    1 = Not observed**

| Score   | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| <b>Task</b>   |   |   |   |   |
| <b>BEFORE TEACHING</b>  |   |   |   |   |
| 1. Planned appropriate, research- & standards-based instructional activities                                |   |   |   |   |
| 2. Planned for a multilevel classroom by incorporating appropriate scaffolding                              |   |   |   |   |
| 3. Used knowledge of culture and culturally-responsive materials to plan lessons that support learning      |   |   |   |   |
| 4. Planned lessons focusing on integration of language through content                                      |   |   |   |   |
| <b>DURING TEACHING</b>  |   |   |   |   |
| 5. Used teaching activities that engaged the learners, including cooperative learning and interactive tasks |   |   |   |   |
| 6. Integrated at least 2 language skills in each lesson   |   |   |   |   |
| 7. Was flexible in adapting lesson plans to rate of student learning  |   |   |   |   |
| 8. Addressed a variety of learning styles   |   |   |   |   |
| 9. Checked for learner comprehension  |   |   |   |   |
| 10. Used technological resources effectively to promote learning  |   |   |   |   |

Teacher candidate \_\_\_\_\_

Mentor teacher \_\_\_\_\_ University Supervisor \_\_\_\_\_

Date: \_\_\_\_\_ School: \_\_\_\_\_

### Appendix MT-3: Analytic Scoring Rubric for Evaluation of ESL Teacher Candidate Mid-Term FINAL

Name of ESOL Intern: \_\_\_\_\_

DATE \_\_\_\_\_

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

|   |   |   |   |   |
|---|---|---|---|---|
| <b>Classroom Management Skills</b>            | Does not show respect for all students, is unable to manage conflicts and disruptive behavior, and applies consequences inconsistently. | Shows respect for all students but is frequently unable to manage conflicts and disruptive behavior and/or applies consequences inconsistently.   | Ensures that most students are on task, shows respect for students, but may have problems managing minor conflicts or disruptive behavior effectively or applying consequences consistently, and sets and enforces high expectations. | Ensures that most or all students are on task, shows respect for students, prevents or manages conflicts and disruptive behavior, applies consequences consistently, and sets and enforces high expectations for each student.    |
| <b>Culture</b>                                | Does not demonstrate knowledge about students' cultural values.   | Demonstrates knowledge of students' cultural values and beliefs but does not incorporate these values into lesson plans or instructional activities.  | Applies knowledge of students' cultural values and beliefs to promote student learning but may only occasionally integrate these into lesson plans or instructional activities.   | Regularly integrates students' cultural values and beliefs into lesson plans and instructional activities to tap prior knowledge and promote student learning.  |
| <b>Classroom-based (formative) Assessment</b> | Does not conduct formative assessments or use performance-based assessment tools.   | Uses few formative assessment tasks and tools, or most are not performance-based, or some of these do not provide appropriate scaffolding, and/or does not analyze results to inform instruction. | Designs formative assessment tasks and tools based on classroom instruction but some may not be performance-based or may not provide appropriate or sufficient scaffolding, uses results appropriately to direct instruction.         | Designs and administers formative, performance-based assessment tasks and tools based on classroom instruction and curriculum objectives, provides appropriate scaffolding, and uses results appropriately to direct instruction. |



|                               |   |   |  |   |
|-------------------------------|---|---|--|---|
| <p><b>Professionalism</b></p> | <p>Consistently arrives late, comes unprepared, does not respond appropriately to feedback, does not communicate effectively with MT or US, delays in submitting required documentation, and/or does not collaborate or follow school dress code. Does not participate in after- or before school activities.</p> | <p>May frequently be late or absent or comes unprepared, does not respond appropriately to feedback or does not communicate effectively with MT or US, or delays in submitting required documentation, and may not collaborate effectively with the MT or follow school dress code. Does not participate in after- or before school activities.</p> | <p>Arrives consistently on time, comes prepared for the task; responds well to feedback but may not communicate effectively with MT or US and/or delays in submitting required documentation, works collaboratively with the MT, and follows school's dress code. May participate in after- or before-school activities.</p> | <p>Arrives consistently early for each class or teacher meeting, comes fully prepared for the task at hand, responds to constructive feedback appropriately, communicates promptly and effectively with both MT and US, works collaboratively with the MT, participates in after- or before - school activities and professional development, submits documentation by required deadlines, and follows school's dress code.</p> |
|-------------------------------|---|---|--|---|

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

## Summary of Scores on Analytic Scoring Rubric for Evaluation of ESL Teacher Candidate

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

Name of Intern: \_\_\_\_\_

School: \_\_\_\_\_ Date \_\_\_\_\_

| Scoring Category                                  | Score   |
|---|---|
| <b>1. Planning Instruction</b>                    | <i>*No half-points (e.g., 3.5) are allowed, only whole numbers, one per category.</i> |
| <b>2. Managing &amp; Implementing Instruction</b> |   |
| <b>3. Classroom Management Skills</b>             |   |
| <b>4. Culture</b>                                 |   |
| <b>5. Classroom-Based Assessment</b>              |   |
| <b>6. Professionalism</b>                         |   |
| <b>TOTAL SCORE</b>                                |   |

Performance Status:       Satisfactory                       Unsatisfactory

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

**18 points = Meets Standard**                      **19 – 24 points = Exceeds Standard**

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

Signatures

\_\_\_\_\_  
Teacher Candidate

\_\_\_\_\_  
Mentor teacher

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
Date

**MT-4: InTASC Scoring Rubric**

**College of Education and Human Development - George Mason University**

Mid-Semester \_\_\_ Final \_\_\_ Conference Date: \_\_\_\_\_

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

This Internship evaluation form was designed to assess the Interstate Teacher Assessment and Support Consortium (InTASC) Standard Model Core Teaching Standards. These standards guide teacher education programs around the country and are a required part of our accreditation process. More information about the standards can be found at [www.ccsso.org/Documents/2011/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_2011.pdf](http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf). Each standard is listed below and rows have been developed to assess specific elements in each standard. When applicable, further explanation of some standards is included in the first column of the rubric.

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

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

---

Candidate

---

Mentor Teacher

---

University Supervisor

|              |  |                 |  |
|--------------|--|-----------------|--|
| School       |  | School Division |  |
| Subject Area |  | Grade Level     |  |
| Year         |  | Semester        |  |

**Standards:**

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

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

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

**THEMES: Technology**



**Diversity**



**College-and-Career-Ready**



### Scoring Guidelines



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

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


**2-Approaching Standard:** Candidates receive this score when their understanding and effort does not meet the Target but shows basic understanding of the content being assessed.


**1-Does not meet standard:** Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

| <b>LEARNER AND LEARNING</b>  |   |   |   |   |                          |
|--|---|---|---|---|--------------------------|
| <b>InTASC 1 Learner Development</b>  |   |   |   |   |                          |
| The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences that include the use of technology. |   |   |   |   |                          |
| <b>Performance</b>   | <b>1<br/>Does Not Meet<br/>Standard</b>   | <b>2<br/>Approaching<br/>Standard</b>   | <b>3<br/>Meets<br/>Standard</b>   | <b>4<br/>Exceeds<br/>Standards</b>  | <b>Evidence/Comments</b> |
| <b>1.1</b> The candidate applies appropriate learning theories recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.<br><br><b>VDOE 1</b>  | Candidate displays little or no knowledge of the developmental characteristics of the age group.  | Candidate displays partial knowledge of the broad developmental characteristics of the age group.   | Candidate displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns across the cognitive, linguistic, social, emotional, and physical areas. | In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, the candidate displays knowledge that individual learner development varies within and across the cognitive, linguistic, social, emotional, and physical areas.                                   |                          |
| <b>1.2</b> The candidate designs and implements developmentally appropriate and challenging learning experiences that include the use of technology.<br><br><b>VDOE 2</b>  | Candidate lacks understanding how learners learn and does not seek information about developmentally appropriate learning experiences nor uses technology as an instructional tool. | Candidate recognizes the value of understanding how learners learn, but their knowledge is limited or outdated. Technology is not used as an instructional tool or the technology | Candidate's knowledge of how learners learn is accurate and current. Candidate designs and implements technology enhanced, developmentally appropriate and challenging learning experiences for both the class as a whole       | Candidate demonstrates extensive and subtle understanding of how learners learn and applies this knowledge to the classroom community. The candidate implements a range of developmentally appropriate and challenging learning experiences for the class as a whole, small groups, and individual learners. Appropriate technologies are |                          |


|  |  |  |                                |  |  |
|--|--|--|--------------------------------|--|--|
| <p><b>Technology</b><br/> <br/> <b>Diversity</b><br/> </p> |  | <p>used is not appropriate for the task or developmental characteristics of the age group.</p> | <p>and individual learner.</p> | <p>used to enhance learning, collaboration, and high order thinking.</p> |  |
|--|--|--|--------------------------------|--|--|

**InTASC 2 Learning Differences**  
 The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.



| <b>Performance</b>   | <b>1<br/>Does Not Meet<br/>Standard</b>  | <b>2<br/>Approaching<br/>Standard</b>   | <b>3<br/>Meets<br/>Standard</b>   | <b>4<br/>Exceeds<br/>Standards</b>   | <b>Evidence/Comments</b> |
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| <p><b>2.1</b> Candidate creates an environment that values individual differences and diverse cultures, and communities.</p> <p><b>VDOE 1<br/>Diversity</b><br/> </p> | <p>The candidate’s plans and practice display little understanding of the relevance of individual differences to learning. The candidate provides minimal information to families about individual learners, or the communication is inappropriate to the cultures of the families. Candidate does not respond, or responds insensitively, to family or community concerns about learners.</p> | <p>Candidate’s plans and practice indicate some awareness of how to address individual differences to learning, although such knowledge may be inaccurate or incomplete. Candidate adheres to required school procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.</p> | <p>Candidate’s plans and practice address individual learning differences. Candidate communicates with families about learners’ progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.</p> | <p>Candidate’s plans and practice consistently exhibit a variety of ways to meet individual differences to learning. Candidate frequently provides information to families related to learner progress, with learners contributing to the design of the system. Response to family concerns is handled with professional and cultural sensitivity.</p> |                          |

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| <p>2.2 Candidate ensures inclusive learning by addressing the needs of diverse learners.</p> <p><b>VDOE 1 Diversity</b></p>  | <p>Candidate does not monitor learning. Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some learners.</p> | <p>Candidate monitors the progress of the class as a whole but elicits no diagnostic information. Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for learning and achievement.</p> | <p>Candidate monitors the progress of groups of learners in the curriculum, making use of diagnostic prompts to elicit information. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for learners.</p> | <p>Candidate actively and systematically gathers and uses diagnostic information from individual learners and monitors their progress, Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all learners.</p> |  |
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**InTASC 3. Learning Environments**  
 The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation.

| <b>Performance</b>   | <b>1 Does Not Meet Standard</b>   | <b>2 Approaching Standard</b>   | <b>3 Meets Standard</b>  | <b>4 Exceeds Standards</b>   | <b>Evidence/Comments</b> |
|--|---|---|--|--|--------------------------|
| <p>3.1 Candidate organizes and manages create face-to-face and virtual environments that support individual and collaborative learning.</p> <p><b>VDOE 5 Technology</b></p>  <p><b>College-and-</b></p> | <p>There is little, if any, evidence of routines, procedures, or proactive actions to establish a climate for learning.</p> | <p>Candidate recognizes the value of a learner-centered classroom but the application of these tenets are not applied in all management situations.</p> | <p>The classroom is a learner-centered environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.</p> | <p>The classroom conveys a safe, positive, and inclusive environment that is learner-centered, supports individual and collaborative learning and meets the needs of both the group and individual learners.</p> |                          |



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| <b>Career- Ready</b><br>   |   |   |   |   |  |
| <p><b>3.2</b> Candidate encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p><b>VDOE 5 College-and-Career-Ready</b></p>  | <p>The classroom is a teacher-centered environment. Activities and assignments are inappropriate for learners' age or background. Learners are not engaged in learning.</p> | <p>The classroom is a teacher-centered environment. Candidate attempts to accommodate learners' questions or interests. Activities and assignments are appropriate to some learners and engage them mentally, but other learners are not engaged or self-motivated.</p> | <p>The classroom is a learner-centered environment. Candidate successfully accommodates learners' questions or interests. Activities and assignments are appropriate to learners, and learners are cognitively engaged in exploring content. Learners are self-motivated.</p> | <p>Candidate seizes every opportunity to enhance learning, building on learner interests or a spontaneous event. All learners are cognitively engaged in the activities and assignments in their exploration of content. Learners initiate or adapt activities and projects to enhance their understanding.</p> |  |


**Comments/Goals:**



**CONTENT KNOWLEDGE-Also see SPA Standards.**


**InTASC 4. Content Knowledge**




The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.



| <b>Performance</b>   | <b>1<br/>Does Not Meet<br/>Standard</b>   | <b>2<br/>Approaching<br/>Standard</b>   | <b>3<br/>Meets<br/>Standard</b>  | <b>4<br/>Exceeds<br/>Standards</b>  | <b>Evidence/Comments</b> |
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| <p><b>4.1</b> Candidate understands the tools of inquiry and structures of the discipline<br/> <i>(NOTE: Tools of inquiry and structures of the discipline are</i></p> | <p>In planning and practice, candidate makes content errors or does not correct errors made by learners. Candidate's plans and practice</p> | <p>Candidate is familiar with the important concepts in the discipline but may display lack of awareness of how these</p> | <p>Candidate displays solid knowledge of the important concepts in the discipline and how concepts relate to one another. Candidate's plans and practice reflect</p> | <p>Candidate displays extensive knowledge of the important concepts in the discipline and how concepts relate both to one another and to other disciplines. Candidate's plans and practices reflect understanding of prerequisite</p> |                          |


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| <p><i>content specific strategies for instruction, e. g. manipulatives in math, inquiry in science, primary sources in social studies, and personal narrative to English.)</i></p> <p><b>VDOE 1</b></p>   | <p>display little understanding of the tools of inquiry and structures of the discipline.</p>   | <p>concepts relate to one another. Candidate's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p>   | <p>accurate understanding of prerequisite relationships among topics and concepts.</p>  | <p>relationships among topics and concepts and a link to necessary cognitive structures by learners to ensure understanding.</p>   |  |
| <p>4.2 Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery.</p> <p><b>VDOE 3</b><br/><b>Diversity</b></p>  | <p>Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.</p> | <p>Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners. Candidate accepts responsibility for the success of learning but has only a limited repertoire of instructional strategies.</p> | <p>Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.</p> | <p>Candidate conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value. Learners demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.</p> |  |

| Performance   | 1<br>Does Not Meet<br>Standard  | 2<br>Approaching<br>Standard  | 3<br>Meets<br>Standard  | 4<br>Exceeds<br>Standards  | Evidence/Comments |
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| <p><b>5.1</b> Candidate connects concepts and uses different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving.</p> <p><b>VDOE 2<br/>College-and-Career-Ready</b></p>                                      | Candidate does not connect concepts, address different perspectives or digital resources to engage learners in higher-level learning. | Candidate connect concepts, addresses different perspectives or digital resources to engage learners but at a basic level of learning and recall. | Candidate connects concepts, addresses different perspectives and digital resources to engage learners higher-level learning in at least one of these higher –order skills: critical thinking, creativity, and collaborative problem solving. | Candidate creates multi-disciplinary and a range of multiple perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.  |                   |
| <p><b>6.1</b> Candidate uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.</p> <p><b>VDOE 4<br/>Technology</b></p>  <p><b>College-and-</b></p> | Assessment procedures are not congruent with instructional outcomes.  | Some instructional outcomes are assessed through the planned lesson, but many are not.  | All the instructional outcomes are assessed through multiple methods of assessment. Assessment methodologies monitor learner progress, and guide teacher and learner decision making.   | The candidate’s approach to assessment is fully aligned with the instructional outcomes for both content and process are assessed through multiple methods. Assessment methodologies have been adapted for individual learners, and guide teacher and learner decision making. |                   |

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| <p><b>Career-Ready</b></p>    |  |  |  |   |                                 |
| <p><b>6.2</b> Candidate uses formative assessment to monitor and adjust instruction and to guide the learner decision making.</p> <p><b>VDOE 4</b></p>   | <p>Candidate does not incorporate formative assessment in the lesson or unit.</p>  | <p>The candidate’s approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes and does not involve the learner in decision making.</p>  | <p>The candidate’s approach to using formative assessment to monitor and adjust instruction and includes a process where the learner, as well as teacher, uses information from the assessments.</p>   | <p>Candidate has a well-developed formative assessment plan that uses formative assessment to monitor and adjust instruction. The Teacher Candidate has designed particular approaches to be used and actively involved the learner in decision making.</p>   |                                 |
| <p><b>Performance</b></p>  | <p><b>1<br/>Does Not Meet<br/>Standard</b></p>   | <p><b>2<br/>Approaching<br/>Standard</b></p>   | <p><b>3<br/>Meets<br/>Standard</b></p>   | <p><b>4<br/>Exceeds<br/>Standards</b></p>   | <p><b>Evidence/Comments</b></p> |
| <p><b>7.1</b> Candidate plans instruction to support every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy.<br/><i>(NOTE: Planning must include evidence of use of Virginia's Standards of Learning and College- and Career-Ready</i></p> | <p>Outcomes represent low expectations for learners and lack of rigor. Lesson plans do not reflect important learning in the discipline or a connection to a sequence of learning or effective pedagogy.</p> | <p>Outcomes represent limited levels of expectations and rigor. Some plans reflect important learning in the discipline and at least some connection to a sequence of learning drawing upon knowledge of several of the following areas: digital age technology, content areas, curriculum, cross-disciplinary skills, and</p> | <p>Outcomes represent high expectations and rigor and important learning in the discipline. Plans exhibit a sequence of learning with strong connections to digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. Instruction is effective at increasing learning.</p> | <p>All outcomes represent high expectations and rigor and important learning across disciplines. Plans connect to a consistent sequence of learning. There is a strong connection to digital- age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. Instruction is effective at increasing learning for all learners.</p> |                                 |




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| <p><i>standards, and technology)</i></p> <p><b>VDOE 2</b></p> <p><b>Technology</b></p>  <p><b>College-and-Career-Ready</b></p>  |   | <p>pedagogy, but the application is ineffective at increasing learning.</p>   |   |   |                                 |
| <p>7.2 Candidates effectively plans instruction based on knowledge of learners and the community context.</p> <p><b>VDOE 2</b></p> <p><b>Diversity</b></p>   | <p>Candidate lessons do not reflect an understanding of learners, how they learn, and the context of the community.</p>   | <p>Candidate lessons reflect a basic understanding of the learners, how they learn, and the context of the community, but the lesson addresses only a limited knowledge of specific learners and their community.</p> | <p>Candidate lessons reflect an understanding of their learners, how they learn, and the context of the specific communities represented in the classroom.</p>                              | <p>Candidate lessons reflect a deep understanding of their learners, how they learn, and the context of the specific communities represented in the classroom. Lessons are tailored to represent the context and needs of learners and their communities.</p> |                                 |
| <p><b>Performance</b></p>   | <p><b>1</b><br/><b>Does Not Meet Standard</b></p>   | <p><b>2</b><br/><b>Approaching Standard</b></p>   | <p><b>3</b><br/><b>Meets Standard</b></p>   | <p><b>4</b><br/><b>Exceeds Standards</b></p>  | <p><b>Evidence/Comments</b></p> |
| <p><b>8.1</b> The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.</p>  | <p>Candidate displays little or no understanding of the range of pedagogical approaches suitable to address the specific learning needs related to the content.</p> | <p>Candidate's uses a limited range of instructional strategies or pedagogical approaches that are not suitable to the discipline or to the learners.</p>   | <p>Candidate's applies a wide range of effective pedagogical approaches in the discipline that encourage learners to develop deep understanding of content areas and their connections.</p> | <p>Candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, The candidate encourages learners to develop deep understanding of content areas and anticipate learner misconceptions.</p>    |                                 |

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

| <b>PROFESSIONAL RESPONSIBILITY</b>  |   |   |   |  |                          |
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| <b>InTASC 9. Professional Learning and Ethical Practice</b>   |   |   |   |  |                          |
| 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.       |   |   |   |  |                          |
| <b>Performance</b>  | <b>1<br/>Does Not Meet<br/>Standard</b>   | <b>2<br/>Approaching<br/>Standard</b>   | <b>3<br/>Meets<br/>Standard</b>   | <b>4<br/>Exceeds<br/>Standards</b>   | <b>Evidence/Comments</b> |
| <p><b>9.1</b> Candidate engages in ongoing professional learning.</p> <p><b>VDOE 6</b></p>  | <p>The candidate engages in no professional development activities to enhance knowledge or skill.</p> | <p>The candidate participates in professional activities to a limited extent when they are convenient or required by others.</p>                  | <p>The candidate engages in ongoing opportunities for professional development to enhance content knowledge and pedagogical skill.</p>  | <p>The candidate seeks out opportunities for professional development that addresses personal goals and a systematic approach to continual learning.</p>   |                          |
| <p><b>9.2</b> Candidate uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community).</p> <p><b>VDOE 6</b></p> <p><b>Diversity</b></p>  | <p>Candidate has no suggestions for how a lesson could be improved if taught again.</p>               | <p>Candidate makes general suggestions about how a lesson could be improved but does not address how their choices and actions affect others.</p> | <p>The candidate evaluates his/her practice and identifies revisions to the lesson for future use. Evaluation includes reflecting upon how the learners, families, other professionals, and the community affect teacher choices and actions.</p> | <p>The candidate evaluates his/her practice and identifies specific revisions to the lesson for future use. Evaluation draws upon an extensive repertoire of skills. The candidate offers specific alternative actions that include the probable success of different courses of action and how the actions affect learners, families, other professionals, and the community.</p> |                          |

| <p><b>9.3</b> Candidate adapts practice to meet the needs of each learner in an ethical and responsible manner.</p> <p><b>VDOE 6</b></p>  | <p>Candidate is not honest in interactions with colleagues, learners, and the public.</p>                                      | <p>Candidate is honest in interactions with colleagues, and classroom instruction.</p>   | <p>Candidate displays high standards of honesty, integrity, and confidentiality in instructional planning and interactions with colleagues, learners, and the public.</p>                   | <p>Candidate consistently exhibits the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues to uphold ethical practices.</p>  |                          |
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| <p><b>InTASC 10. Leadership and Collaboration</b><br/> 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.</p> |  |  |   |   |                          |
| <b>Performance</b>  | <b>1<br/>Does Not Meet<br/>Standard</b>  | <b>2<br/>Approaching<br/>Standard</b>  | <b>3<br/>Meets<br/>Standard</b>   | <b>4<br/>Exceeds<br/>Standards</b>  | <b>Evidence/Comments</b> |
| <p><b>10.1</b> Candidates seeks appropriate leadership roles and opportunities to take responsibility for learning.</p> <p><b>VDOE 6</b></p>  | <p>Candidate engages in no professional development activities to enhance knowledge or skill.</p>                              | <p>Candidate participates in leadership activities to a limited extent when they are convenient. Instructional leadership may or may not be focused on learning.</p> | <p>Candidate accepts leadership roles that enhance learning and focus on meeting learner needs.</p>   | <p>Candidate seeks out opportunities for leadership roles that enhance content knowledge and pedagogical skill and focus on meeting learning needs.</p>   |                          |
| <p><b>10.2</b> Candidate collaborates with learners, families, colleagues, other school professionals, and community members (using digital tools and resources) to ensure learner</p>  | <p>Candidate's relationships with colleagues, families, school professionals and the learner are negative or self-serving.</p> | <p>Candidate maintains relationships with colleagues and the community to fulfill responsibilities required by the school or district.</p>                           | <p>The candidate uses digital tools and resources to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to</p> | <p>The candidate takes initiative and collaborates with learners, families, colleagues, other school professionals, and the community. Candidate takes leadership among faculty to support the use of digital tools and resources to ensure learner growth and to advance the profession.</p> |                          |



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| <p>growth and to advance the profession.</p> <p><b>VDOE 6 Technology</b><br/> </p> <p><b>Diversity</b><br/> </p> <p><b>College-and-Career-Ready</b><br/> </p> |  |  | <p>advance the profession.</p> |  |  |
| <p><b>Comments/Goals:</b></p>  |  |  |                                |  |  |

## TECHNOLOGY STANDARDS



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

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

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

*1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.*

*2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.*

*3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.*

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

**VDOE 1 Lifelong Learner**  
 Candidates engage in ongoing professional learning related to content, pedagogy and technology.

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

| VDOE Performance Standards  | 1<br>Does Not Meet Standard  | 2<br>Approaching Standard  | 3<br>Meets Standard  | 4<br>Exceeds Standards   | Evidence/Comments |
|---|--|--|--|--|-------------------|
| Candidate engaged in ongoing professional growth related to the use of innovative instructional strategies that integrate digital technologies. | The candidate did not attend or pursue professional learning unless it was required. If the candidate did engage in professional learning, the selection of learning experiences was not well aligned nor related to content, pedagogy and technology. | The candidates attended or pursued professional learning only when required. When the candidate engaged in professional learning, the selection of learning experiences was related to content or pedagogy and/or technology including a minimal use of digital tools. | The candidate planned for purposeful professional learning that fill learning gaps related to classroom-specific content and explored innovative pedagogy and technology This included organized, division-sponsored professional development opportunities, university workshops, and | The candidate sought out purposeful professional learning that filled specific learning gaps related to classroom content and explored innovative pedagogy and technology. This included organized, division-sponsored professional development opportunities, university workshops, |                   |

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|   |  |  | through informal learning opportunities at the placement school and used digital tools to collaborate with a global learning community. | through informal learning opportunities at the placement school and used digital tools to collaborate with a global learning community on educational topics and learning opportunities. |  |
| The candidate used digital tools to obtain feedback and to collaborate in ways that allows for reflection on educational topics to improve teaching and learning. | The candidate did not reflect on feedback to improve teaching and learning, nor collaborated on educational topics to improve teaching and learning. | The candidates may or may not have reflected on feedback. There was little evidence of collaboration on educational topics to improve teaching and learning. | The candidate reflected on feedback and collaborated on educational topics to improve teaching and learning.                            | The candidate used reflection-in-action to reflect on feedback and strategically worked to improve teaching and learning.  |  |

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| <p>The candidate promoted safe and ethical behavior with students through collaborative online experiences, including the development of an understanding of the rights and obligations of student privacy and security when collecting and using student data and selecting digital content, tools, and resources.</p> | <p>The candidate did not take purposeful actions to promote safe and ethical behavior with students through collaborative online experiences.</p>   | <p>The candidate took actions to promote safe and ethical behavior with students through collaborative experiences, but actions were not consistently observed.</p>   | <p>The candidate promoted safe and ethical behavior with students through collaborative online experiences.</p>  | <p>The candidate promoted safe and ethical behavior with students through collaborative online experiences.</p>  |  |
| <p>The candidate modeled the use of technology to communicate, created appropriate digital content, (including tools and resources that meet local, state and/or federal policies), collaborated and solved problems.</p>   | <p>The candidate did not use available technology to make responsible instructional decisions—grounded in knowledge of digital safety and security best practices. The candidate did not effectively use digital communication and collaboration tools and resources.</p> | <p>The candidate occasionally used available technology to make responsible instructional decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication and collaboration tools and methods. The technology used was often ineffective or not well aligned to</p> | <p>The candidate used available technology to make responsible instructional decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication and collaboration tools and methods. The available technology used was effective or well aligned to digital safety and security best practices.</p> | <p>The candidate effectively used available and appropriate technology, as well as additional technology identified to assist in making purposeful instructional decisions about digital safety and security best practices. The candidate consistently used digital communication and collaboration tools and methods in their own classroom.</p> |  |


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|   |   | digital safety and security best practices.   |  | The technology used was effective and well aligned to digital safety and security best practices.  |  |
| The candidate cultivated and managed their digital identity and reputation and displayed awareness of the permanence of his/her actions in the digital world. | The candidate made multiple choices (personal and instructional) that was evidence he/she was unaware of the <i>permanence of his/her actions in the digital world.</i> | The candidate made instructional decisions that was evidence he/she was unaware of the <i>permanence of his/her actions in the digital world.</i> | The candidate made appropriate personal and instructional decisions that was evidence he/she was clearly aware of the <i>permanence of his/her actions in the digital world.</i> | The candidate made appropriate personal and instructional decisions that was evidence he/she was clearly aware of the <i>permanence of his/her actions in the digital world. The candidate provided specific instruction and models for students regarding the permanence of the students' actions in the digital world.</i> |  |
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**VDOE 3 Learning Facilitator**

Candidates support student learning by harnessing the power of technology.

**Technology** 

**Diversity** 

**College-and-Career-Ready** 

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

The candidate did not use available technology for thinking skills, problem solving, and decision-making, communication, and presentation within the curriculum.

The candidate occasionally used available technology for thinking skills, problem solving, and decision-making.

The candidate used a variety of formative and summative assessments assessed, using both quantitative and qualitative techniques, to meet the needs of students and stakeholders.

The candidate consistently and purposefully used effective and appropriate technology as a tool for thinking skills, problem solving, and decision-making.

The candidate Incorporated learning strategies that used technology to accommodate learner variability, personalize learning, and engender student choice, self-direction and goal-setting, including the use of data to effectively respond to students' needs and communicate findings to various stakeholders.

The candidate did not use available technology as a tool for adapting instruction to meet the needs of learners in a variety of educational settings. The candidate did not provide opportunities for learners to use available and appropriate technologies.

The candidate's use of available technology was not evident for most of these tasks: data collection, information management, problem solving, decision-making, communication, and presentation within the curriculum.

The candidate purposefully used available and appropriate technology for thinking skills, problem solving, and decision-making. This included using technologies for data collection, information management, problem solving, decision-making, communication, and presentation

The candidate took the initiative to seek out additional technologies for data collection, information management, problem solving, decision-making, communication, and presentation within the curriculum.

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|  |   |   | within the curriculum.  |  |  |
| The candidate used a variety of formative and summative assessments that leveraged the power of technology to provide immediate and specific feedback, and offer alternative learning paths to students including competency-based approaches.   | The candidate used a variety of formative and summative assessments assessed using both quantitative and qualitative data to meet the needs of students and stakeholders. | The candidate used formative or summative assessments assessed and used quantitative or qualitative data to meet the needs of students and stakeholders | The candidate used both formative and summative assessments assessed and gathered both quantitative and qualitative data to meet the needs of students and stakeholders | The candidate used a variety of effective formative and summative assessments, assessed using both quantitative and qualitative data techniques, to meet specific needs of a range of students and stakeholders. |  |
| The candidate demonstrated the ability to choose and use digital technologies including both hardware, software and web-based resources to support classroom instruction, including basic computing operations such as accessing accounts, select appropriate applications to perform tasks, file management and web navigation. | The candidate did not use technology to support instruction.  | The candidate used limited or archaic technologies to support instruction.  | The candidate used effective, appropriate, and contemporary technologies to support instruction.  | The candidate systematically, used effective, appropriate, and contemporary technologies to support instruction.   |  |
| The candidate demonstrated the ability to troubleshoot typical classroom technologies.   | The candidate had poor technology knowledge and skills and could not perform basic computing operations or troubleshoot   | The candidate had poor technology knowledge and skills and could perform only very basic computing operations. The                                      | The candidate applied technology knowledge and skills and could easily perform basic computing operations and troubleshoot  | The candidate applied extensive technology knowledge and skills to create a variety of technology-supported activities. The  |  |



|  |                              |   |                              |   |  |
|--|------------------------------|---|------------------------------|---|--|
|  | classroom technology issues. | candidate was able to troubleshoot basic classroom technology issues. | classroom technology issues. | candidate could easily perform computing operations and troubleshoot a wide-range of classroom technology issues. |  |
|--|------------------------------|---|------------------------------|---|--|

*Signatures below indicate participation in the assessment process:*

**SIGNATURES**

---

| Candidate | Date | Mentor Teacher | Date | University Supervisor | Date |
|-----------|------|----------------|------|-----------------------|------|
|-----------|------|----------------|------|-----------------------|------|

*If used for mid-term evaluation, use this space for goal setting for the remainder of the placement:*

**Summary Comments (optional):**

### Appendix MT-5: Assessment of Dispositions

Candidate Name: \_\_\_\_\_

Course Section: EDCI 790 – 010 – ESL Tchg Internship

Assessors: \_\_\_\_\_

Date Assessed: \_\_\_\_\_

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

Dispositions reflect one’s attitudes and deeply held beliefs. They can be positive (e.g., committed) or negative (e.g., apathetic). Dispositions are not directly “visible,” but are inferred from one’s actions. Throughout a candidate’s program of study at Mason, s/he should demonstrate behaviors that reflect positive dispositions befitting a professional. Dispositions are assessed multiple times during the teacher education program. Growth in one’s dispositions is developmental and can be informed through instruction, experience, and reflection. A single occurrence of dispositional issues might be due to a lack of understanding of the disposition and expectations of appropriate behaviors. It is important that an assessor rely on observations of candidate behaviors when assessing dispositions. Assessment of dispositions should not be used as a punitive action, but as an instructional tool to address developmental gaps or clarify the overt actions being assessed for each dimension of the disposition.

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

#### What each Rating Means

A score of 4-Consistently Evident is a rating for candidates who exhibit behaviors beyond the expectations of candidates at this point in their programs.

A score of 3 (Often Evident) is the *target* score.

A score of 2 (Occasionally Evident) should be viewed as a “teachable moment” for the assessor. The assessor should meet with the candidate to clarify expectations and discuss what behaviors were observed that warranted a score of 2. (See the Educator Preparation Office (EPO) website at <https://cehd.gmu.edu/epo/> for specific information related to this process.)

A single score of 1 (Rarely Evident) will require the creation of a Disposition Development Plan to assist the candidate in improving dispositions. (See the EPO website at <https://cehd.gmu.edu/epo/> for a copy of the Plan.) For further direction and specifics related to how the dispositions are assessed in your program, please contact your Academic Program Coordinator, Course Lead, Assessor, or the Educator Preparation Office at 703-993-5899.

## Rating Guidelines

**4-Consistently Evident-** Consistently Evident is a rating for candidates who exhibit behaviors beyond the expectations of candidates at this point in their programs. Observers see candidates demonstrate behaviors consistent with professional dispositions in multiple situations/data points.

**3-Often Evident-** is the TARGET score. This score reflects that candidates have met the standard at the level expected at this point in their program. Behaviors are observed that align with expectations for this specific dimension of the dispositions. Candidates who receive a 3 have successfully met the disposition.

**2-Occasionally Evident-** Candidates receive this score when their understanding and effort does not meet the Target but they exhibit some of the behaviors associate with the disposition. A score of 2 requires a conversation with the candidate to clarify or educate him/her on the appropriate behaviors associate with the disposition.

**1-Rarely Evident-** Candidates receive a 1 when his/her understanding and behaviors related to a disposition is not evident or rarely exhibited. A score of 1 requires a specific action plan to educate and/or remediate behaviors associate with the disposition.

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

|   | Consistently<br>Evident | Often<br>Evident | Occasionally<br>Evident | Rarely<br>Evident | Not<br>Applicable        |
|---|-------------------------|------------------|-------------------------|-------------------|--------------------------|
| <b>1. Openness to Feedback</b>  | 4                       | 3                | 2                       | 1                 | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>- <i>Is receptive to constructive criticism/growth-producing feedback</i></li> <li>- <i>Self-regulates and modifies professional behavior based on feedback</i></li> <li>- <i>Seeks opportunities for professional growth to improve practice</i></li> <li>- <i>Acts on feedback toward improvement</i></li> </ul> |                         |                  |                         |                   |                          |
| <b>2. Continuous Improvement/ Change Orientation</b>  | 4                       | 3                | 2                       | 1                 | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>- <i>Takes initiative appropriately</i></li> <li>- <i>Seeks opportunities for continual improvement and change</i></li> <li>- <i>Seeks evidence for use in decision making</i></li> <li>- <i>Is willing to take appropriate risks/try new things</i></li> </ul>  |                         |                  |                         |                   |                          |
| <b>3. High Expectations for Learning</b>  |                         |                  |                         |                   |                          |
| <ul style="list-style-type: none"> <li>- <i>Takes appropriate responsibility for student learning</i></li> <li>- <i>Holds high expectations for all learners</i></li> <li>- <i>Monitors and assesses student learning to provide feedback and alter instruction to improve learning</i></li> </ul>  |                         |                  |                         |                   |                          |
| <b>4. Advocacy</b>  | 4                       | 3                | 2                       | 1                 | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>- <i>Advocates on behalf of students and families</i></li> <li>- <i>Seeks to understand and address student issues and challenges</i></li> <li>- <i>Shows a genuine interest in others' well-being</i></li> <li>- <i>Seeks to direct students and/or families to needed resources</i></li> </ul>                   |                         |                  |                         |                   |                          |

**5. Professionalism**

4

3

2

1

- *Is punctual and well prepared*
- *Exhibits professional demeanor (dress & appearance)*
- *Is reliable, responsible*
- *Demonstrates respect for students, families, colleagues, and/or property*
- *Uses technology & social media appropriately*

**6. Legal and Ethical Conduct**

4

3

2

1

- *Exhibits integrity and ethical behavior*
- *Maintains privacy and confidentiality of sensitive information*
- *Demonstrates fairness and consistency in applying and enforcing rules, policies, and regulations*

**Is there a score of 2 on the assessment? Have you scheduled a meeting with the Candidate?**

**Is there a score of 1 on the assessment? Have you scheduled a meeting with the Candidate and begun to develop an Action Plan?**

**Please add any relevant comments to the ratings above:**

**Appendix US: Forms to be completed by the  
University Supervisor**

**Appendix US-1: Lesson Plan Rating Scale \*\*\* Formal Observation # \_\_\_\_\_**

University Supervisors and Mentor teachers will each score independently the Teacher Candidate’s planning and instructional skills observed during the Formal Observation. Please compare scores (by phone, email, or in-person), and assign the scores that you both agree on. A passing score will be at least a total of 30 points with no single item less than a 2.

**4 = Highly Effective    3= Effective    2 = Ineffective    1 = Not Observed**

| Score  | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| <b>Task</b>  |   |   |   |   |
| <b>BEFORE TEACHING</b>   |   |   |   |   |
| <b>1. Planned appropriate, research- &amp; standards-based instructional activities</b>                            |   |   |   |   |
| <b>2. Planned for a multilevel classroom by incorporating appropriate scaffolding</b>                              |   |   |   |   |
| <b>3. Used knowledge of culture and culturally-responsive materials to plan lessons that support learning</b>      |   |   |   |   |
| <b>4. Planned lessons focusing on integration of language through content</b>                                      |   |   |   |   |
| <b>DURING TEACHING</b>   |   |   |   |   |
| <b>5. Used teaching activities that engaged the learners, including cooperative learning and interactive tasks</b> |   |   |   |   |
| <b>6. Integrated at least 2 language skills in each lesson</b>   |   |   |   |   |
| <b>7. Was flexible in adapting lesson plans to rate of student learning</b>  |   |   |   |   |
| <b>8. Addressed a variety of learning styles</b>   |   |   |   |   |
| <b>9. Checked for learner comprehension</b>  |   |   |   |   |
| <b>10. Used technological resources effectively to promote learning</b>  |   |   |   |   |

Teacher Candidate \_\_\_\_\_

Mentor Teacher \_\_\_\_\_ University Supervisor \_\_\_\_\_

Date: \_\_\_\_\_ School: \_\_\_\_\_

*University Supervisor: Attach lesson plans and handouts to this page*

## Appendix US-2: Formal Observation Report –ESL/CISL Program – Lesson # \_\_\_\_\_

*(to be completed by the University Supervisor for each Formal Observation)*

|                              |  |                            |  |
|------------------------------|--|----------------------------|--|
| <b>Teacher Candidate</b>     |  | <b>School</b>              |  |
| <b>Subject</b>               |  | <b>Grade</b>               |  |
| <b>Date</b>                  |  | <b>Student WIDA levels</b> |  |
| <b>University Supervisor</b> |  | <b>Activities Observed</b> |  |

### **PREPARATION/ PLANNING**

- \_\_\_ Plans and delivers research-based instructional activities for multilevel classrooms
- \_\_\_ Provides support for linguistically and culturally diverse students and those with special needs
- \_\_\_ Bases learning activities on both ESL and content-based standards
- \_\_\_ Prepares scaffolding materials that help learners access information presented

### **INSTRUCTIONAL METHODS/ ASSESSMENT**

- \_\_\_ Taps prior knowledge to connect material to students' lives
- \_\_\_ Models step-by-step directions and has students retell them to him/her before distributing materials
- \_\_\_ Integrates listening, speaking, reading, and/or writing with content objectives
- \_\_\_ Uses lesson plan as a roadmap and deviates from it whenever students are not engaged or indicate a lack of understanding
- \_\_\_ Adjusts pacing of instruction to match student responses and interaction
- \_\_\_ Limits quantity of teacher talk and gets each student to speak at least once in English
- \_\_\_ Uses knowledge of students' cultural values and beliefs to promote learning
- \_\_\_ Redirects questions, wherever possible, to promote deeper thinking and/or more use of oral language
- \_\_\_ Checks for comprehension with open-ended questions addressed to a range of students
- \_\_\_ Designs and uses formative assessment appropriately
- \_\_\_ Uses technological resources effectively to promote learning

### **CLASSROOM MANAGEMENT/ CLIMATE**

- \_\_\_ Ensures that all students are on task
- \_\_\_ Uses cooperative learning tasks effectively, setting short time limits for each task
- \_\_\_ Uses wait time and/or teacher silence to regain attention of class (does not raise voice or admonish students)



\_\_\_ Shows respect for all students

\_\_\_ Prevents or manages conflicts and disruptive behavior

**PERSONAL/ PROFESSIONAL DEVELOPMENT**

\_\_\_ Arrives early or on time for the lesson

\_\_\_ Comes fully prepared for the lesson

\_\_\_ Responds to constructive feedback appropriately

\_\_\_ Communicates promptly and effectively with both MT and US

\_\_\_ Submits documentation by required deadlines

\_\_\_ Dresses in a professional manner

**RECOMMENDATIONS:**

1.

2.

3.

4.

\_\_\_\_\_  
University Supervisor's Signature /Date

\_\_\_\_\_  
Teacher Candidate's Signature/Date

\_\_\_\_\_  
Mentor Teacher's Signature /Date

## Appendix US-3: Analytic Scoring Rubric for Evaluation of ESL Teacher Candidate

Mid-Term

FINAL

Name of ESOL Intern: \_\_\_\_\_

DATE \_\_\_\_\_

| Teaching Skills                                | 1<br>Does Not Meet Standard   | 2<br>Approaches Standard   | 3<br>Meets Standard   | 4<br>Exceeds Standard   |
|--|---|--|---|---|
| <b>Planning Instruction</b>                    | Plans a teacher-centered classroom, does not differentiate instruction, does not address standards and does not reflect on teaching.    | Plans activities that may not be research-based, do not differentiate instruction, or address either ESL or content-based standards, but may not reflect on teaching or make needed adjustments. | Plans research-based classroom activities with some differentiation, bases learning activities on both ESL and content-based standards, provides scaffolding for learning, and reflects on teaching but makes few adjustments.        | Plans research-based instructional activities for multilevel classrooms that are supportive of linguistically and culturally diverse students, including those with special needs, bases learning activities on both ESL and content-based standards, provides a variety of scaffolding for learning, and reflects on teaching and makes necessary adjustments. |
| <b>Managing &amp; implementing instruction</b> | Does not use activities that integrate language skills and content objectives AND does not use technological resources.                 | Demonstrates a limited range of teaching activities that may address only language objectives OR does not use technological resources.   | Demonstrates teaching activities that integrate language skills and content objectives, and uses technology to enhance learning.  | Demonstrates a range of teaching activities that integrate listening, speaking, reading, and writing with content objectives, uses cooperative learning and a range of technological resource materials effectively, and provides access to the core curriculum.  |
| <b>Classroom Management Skills</b>             | Does not show respect for all students, is unable to manage conflicts and disruptive behavior, and applies consequences inconsistently. | Shows respect for all students but is frequently unable to manage conflicts and disruptive behavior and/or applies consequences inconsistently.  | Ensures that most students are on task, shows respect for students, but may have problems managing minor conflicts or disruptive behavior effectively or applying consequences consistently, and sets and enforces high expectations. | Ensures that most or all students are on task, shows respect for students, prevents or manages conflicts and disruptive behavior, applies consequences consistently, and sets and enforces high expectations for each student.  |

|   |  |  |   |  |
|---|--|--|---|--|
| <b>Culture</b>                                | Does not demonstrate knowledge about students' cultural values.  | Demonstrates knowledge of students' cultural values and beliefs but does not incorporate these values into lesson plans or instructional activities.   | Applies knowledge of students' cultural values and beliefs to promote student learning but may only occasionally integrate these into lesson plans or instructional activities.   | Regularly integrates students' cultural values and beliefs into lesson plans and instructional activities to tap prior knowledge and promote student learning.   |
| <b>Classroom-based (formative) Assessment</b> | Does not conduct formative assessments or use performance-based assessment tools.  | Uses few formative assessment tasks and tools, or most are not performance-based, or some of these do not provide appropriate scaffolding, and/or does not analyze results to inform instruction.  | Designs formative assessment tasks and tools based on classroom instruction but some may not be performance-based or may not provide appropriate or sufficient scaffolding, uses results appropriately to direct instruction.   | Designs and administers formative, performance-based assessment tasks and tools based on classroom instruction and curriculum objectives, provides appropriate scaffolding, and uses results appropriately to direct instruction.  |
| <b>Professionalism</b>                        | Consistently arrives late, comes unprepared, does not respond appropriately to feedback, does not communicate effectively with MT or US, delays in submitting required documentation, and/or does not collaborate or follow school dress code. Does not participate in after- or before school activities. | May frequently be late or absent or comes unprepared, does not respond appropriately to feedback or does not communicate effectively with MT or US, or delays in submitting required documentation, and may not collaborate effectively with the MT or follow school dress code. Does not participate in after- or before school activities. | Arrives consistently on time, comes prepared for the task; responds well to feedback but may not communicate effectively with MT or US and/or delays in submitting required documentation, works collaboratively with the MT, and follows school's dress code. May participate in after- or before-school activities. | Arrives consistently early for each class or teacher meeting, comes fully prepared for the task at hand, responds to constructive feedback appropriately, communicates promptly and effectively with both MT and US, works collaboratively with the MT, participates in after- or before - school activities and professional development, submits documentation by required deadlines, and follows school's dress code. |

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

## Summary of Scores on Analytic Scoring Rubric for Evaluation of ESL Teacher Candidate

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

Name of Intern: \_\_\_\_\_

School: \_\_\_\_\_ Date \_\_\_\_\_

| Scoring Category                                  | Score<br><i>*No half-points (e.g., 3.5) are allowed, only whole numbers, one per category.</i> |
|---|--|
| <b>1. Planning Instruction</b>                    |  |
| <b>2. Managing &amp; Implementing Instruction</b> |  |
| <b>3. Classroom Management Skills</b>             |  |
| <b>4. Culture</b>                                 |  |
| <b>5. Classroom-Based Assessment</b>              |  |
| <b>6. Professionalism</b>                         |  |
| <b>TOTAL SCORE</b>                                |  |

Performance Status:       Satisfactory                       Unsatisfactory

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

**18 points = Meets Standard**                      **19 – 24 points = Exceeds Standard**

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

Signatures

\_\_\_\_\_                      \_\_\_\_\_                      \_\_\_\_\_                      \_\_\_\_\_  
Teacher Candidate                      Mentor teacher                      University Supervisor

\_\_\_\_\_ Date

**US-4: InTASC Scoring Rubric****College of Education and Human Development - George Mason University**

Mid-Semester \_\_\_ Final \_\_\_ Conference Date: \_\_\_\_\_

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

This Internship evaluation form was designed to assess the Interstate Teacher Assessment and Support Consortium (InTASC) Standard Model Core Teaching Standards. These standards guide teacher education programs around the country and are a required part of our accreditation process. More information about the standards can be found at [www.ccsso.org/Documents/2011/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_2011.pdf](http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf). Each standard is listed below and rows have been developed to assess specific elements in each standard. When applicable, further explanation of some standards is included in the first column of the rubric.

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

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

---

 Candidate

---

 Mentor Teacher

---

 University Supervisor

|              |  |                 |  |
|--------------|--|-----------------|--|
| School       |  | School Division |  |
| Subject Area |  | Grade Level     |  |
| Year         |  | Semester        |  |

**Standards:**

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

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

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

**THEMES: Technology** 

**Diversity** 

**College-and-Career-Ready** 

**Scoring Guidelines**

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



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

**2-Approaching Standard:** Candidates receive this score when their understanding and effort does not meet the Target but shows basic understanding of the content being assessed.

**1-Does not meet standard:** Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

| <b>LEARNER AND LEARNING</b>  |  |   |   |   |                          |
|--|--|---|---|---|--------------------------|
| <b>InTASC 1 Learner Development</b>  |  |   |   |   |                          |
| The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences that include the use of technology. |  |   |   |   |                          |
| <b>Performance</b>   | <b>1<br/>Does Not Meet<br/>Standard</b>  | <b>2<br/>Approaching<br/>Standard</b>   | <b>3<br/>Meets<br/>Standard</b>   | <b>4<br/>Exceeds<br/>Standards</b>  | <b>Evidence/Comments</b> |
| <p><b>1.1</b> The candidate applies appropriate learning theories recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.</p> <p><b>VDOE 1</b></p>   | Candidate displays little or no knowledge of the developmental characteristics of the age group.     | Candidate displays partial knowledge of the broad developmental characteristics of the age group.               | Candidate displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns across the cognitive, linguistic, social, emotional, and physical areas. | In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, the candidate displays knowledge that individual learner development varies within and across the cognitive, linguistic, social, emotional, and physical areas. |                          |
| <p><b>1.2</b> The candidate designs and implements developmentally appropriate and challenging</p>   | Candidate lacks understanding how learners learn and does not seek information about developmentally | Candidate recognizes the value of understanding how learners learn, but their knowledge is limited or outdated. | Candidate's knowledge of how learners learn is accurate and current. Candidate designs and implements   | Candidate demonstrates extensive and subtle understanding of how learners learn and applies this  |                          |





|   |   |  |  |   |  |
|---|---|--|--|---|--|
| <p>learning experiences that include the use of technology.</p> <p><b>VDOE 2</b></p> <p><b>Technology</b></p>  <p><b>Diversity</b></p>  | <p>appropriate learning experiences nor uses technology as an instructional tool.</p> | <p>Technology is not used as an instructional tool or the technology used is not appropriate for the task or developmental characteristics of the age group.</p> | <p>technology enhanced, developmentally appropriate and challenging learning experiences for both the class as a whole and individual learner.</p> | <p>knowledge to the classroom community. The candidate implements a range of developmentally appropriate and challenging learning experiences for the class as a whole, small groups, and individual learners. Appropriate technologies are used to enhance learning, collaboration, and high order thinking.</p> |  |
|---|---|--|--|---|--|

**InTASC 2 Learning Differences**



The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.


| <b>Performance</b>   | <b>1</b><br><b>Does Not Meet Standard</b>   | <b>2</b><br><b>Approaching Standard</b>   | <b>3</b><br><b>Meets Standard</b>   | <b>4</b><br><b>Exceeds Standards</b>  | <b>Evidence/Comments</b> |
|--|---|---|---|---|--------------------------|
| <p><b>2.1</b> Candidate creates an environment that values individual differences and diverse cultures, and communities.</p> | <p>The candidate’s plans and practice display little understanding of the relevance of individual differences to learning. The candidate provides</p> | <p>Candidate’s plans and practice indicate some awareness of how to address individual differences to learning, although such knowledge may</p> | <p>Candidate’s plans and practice address individual learning differences. Candidate communicates with families about</p> | <p>Candidate’s plans and practice consistently exhibit a variety of ways to meet individual differences to learning. Candidate frequently</p> |                          |


|  |   |   |  |   |  |
|--|---|---|--|---|--|
| <p><b>VDOE 1</b></p> <p><b>Diversity</b></p>   | <p>minimal information to families about individual learners, or the communication is inappropriate to the cultures of the families. Candidate does not respond, or responds insensitively, to family or community concerns about learners.</p> | <p>be inaccurate or incomplete.</p> <p>Candidate adheres to required school procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.</p>                           | <p>learners' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.</p>   | <p>provides information to families related to learner progress, with learners contributing to the design of the system. Response to family concerns is handled with professional and cultural sensitivity.</p>   |  |
| <p><b>2.2</b> Candidate ensures inclusive learning by addressing the needs of diverse learners.</p> <p><b>VDOE 1</b></p> <p><b>Diversity</b></p>  | <p>Candidate does not monitor learning. Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some learners.</p>  | <p>Candidate monitors the progress of the class as a whole but elicits no diagnostic information.</p> <p>Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for learning and achievement.</p> | <p>Candidate monitors the progress of groups of learners in the curriculum, making use of diagnostic prompts to elicit information.</p> <p>Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for learners.</p> | <p>Candidate actively and systematically gathers and uses diagnostic information from individual learners and monitors their progress,</p> <p>Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all learners.</p> |  |




### InTASC 3. Learning Environments



The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.



| Performance  | 1<br>Does Not Meet Standard   | 2<br>Approaching Standard   | 3<br>Meets Standard  | 4<br>Exceeds Standards   | Evidence/Comments |
|--|---|---|--|--|-------------------|
| <p><b>3.1</b> Candidate organizes and manages create face-to-face and virtual environments that support individual and collaborative learning.</p> <p><b>VDOE 5</b></p> <p><b>Technology</b></p>  <p><b>College-and-Career-Ready</b></p>  | <p>There is little, if any, evidence of routines, procedures, or proactive actions to establish a climate for learning.</p> | <p>Candidate recognizes the value of a learner-centered classroom but the application of these tenets are not applied in all management situations.</p> | <p>The classroom is a learner-centered environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.</p> | <p>The classroom conveys a safe, positive, and inclusive environment that is learner-centered, supports individual and collaborative learning and meets the needs of both the group and individual learners.</p> |                   |
| <p><b>3.2</b> Candidate encourages positive social interaction, active engagement in</p>   | <p>The classroom is a teacher-centered environment. Activities and assignments are inappropriate for</p>                    | <p>The classroom is a teacher-centered environment. Candidate attempts to accommodate</p>   | <p>The classroom is a learner-centered environment. Candidate successfully accommodates</p>  | <p>Candidate seizes every opportunity to enhance learning, building on learner</p>   |                   |

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| <p>learning, and self-motivation.</p> <p><b>VDOE 5</b></p> <p><b>College-and-Career-Ready</b></p>    | <p>learners' age or background. Learners are not engaged in learning.</p>   | <p>learners' questions or interests.</p> <p>Activities and assignments are appropriate to some learners and engage them mentally, but other learners are not engaged or self-motivated.</p> | <p>learners' questions or interests.</p> <p>Activities and assignments are appropriate to learners, and learners are cognitively engaged in exploring content. Learners are self-motivated.</p> | <p>interests or a spontaneous event.</p> <p>All learners are cognitively engaged in the activities and assignments in their exploration of content. Learners initiate or adapt activities and projects to enhance their understanding.</p> |                                 |
| <p><b>Comments/Goals:</b></p>   |   |   |   |  |                                 |
| <p><b>CONTENT KNOWLEDGE-Also see SPA Standards.</b></p>   |   |   |   |  |                                 |
| <p><b>InTASC 4. Content Knowledge</b></p> <p>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.</p> |   |   |   |  |                                 |
| <p><b>Performance</b></p>   | <p><b>1</b></p> <p><b>Does Not Meet Standard</b></p>  | <p><b>2</b></p> <p><b>Approaching Standard</b></p>  | <p><b>3</b></p> <p><b>Meets Standard</b></p>  | <p><b>4</b></p> <p><b>Exceeds Standards</b></p>  | <p><b>Evidence/Comments</b></p> |
| <p><b>4.1</b> Candidate understands the tools of inquiry and structures of the discipline</p> <p><i>(NOTE: Tools of inquiry and structures of the discipline are</i></p>  | <p>In planning and practice, candidate makes content errors or does not correct errors made by learners.</p> <p>Candidate's plans and practice display little</p> | <p>Candidate is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.</p>                                   | <p>Candidate displays solid knowledge of the important concepts in the discipline and how concepts relate to one another.</p>   | <p>Candidate displays extensive knowledge of the important concepts in the discipline and how concepts relate both to one another and to other disciplines.</p>  |                                 |


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| <p><i>content specific strategies for instruction, e. g. manipulatives in math, inquiry in science, primary sources in social studies, and personal narrative to English.)</i></p> <p><b>VDOE 1</b></p>  | <p>understanding of the tools of inquiry and structures of the discipline.</p>  | <p>Candidate’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p>  | <p>Candidate’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p>   | <p>Candidate’s plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by learners to ensure understanding.</p>   |  |
| <p><b>4.2</b> Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery.</p> <p><b>VDOE 3</b></p> <p><b>Diversity</b></p>  | <p>Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.</p> | <p>Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners.</p> <p>Candidate accepts responsibility for the success of learning but has only a limited repertoire of instructional strategies.</p> | <p>Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.</p> | <p>Candidate conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value. Learners demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.</p> |  |



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| <p><b>5.1</b> Candidate connects concepts and uses different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving.</p> <p><b>VDOE 2</b></p> <p><b>College-and-Career-Ready</b></p>                                   | <p>Candidate does not connect concepts, address different perspectives or digital resources to engage learners in higher-level learning.</p>   | <p>Candidate connect concepts, addresses different perspectives or digital resources to engage learners but at a basic level of learning and recall.</p>  | <p>Candidate connects concepts, addresses different perspectives and digital resources to engage learners in higher-level learning in at least one of these higher –order skills: critical thinking, creativity, and collaborative problem solving.</p> | <p>Candidate creates multi-disciplinary and a range of multiple perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.</p>  |  |
| <p><b>5.2</b> Candidate plans rigorous, sequenced instruction related to authentic local and global issues.</p> <p><b>VDOE 5</b></p> <p><b>Diversity</b></p>  <p><b>College-and-Career-Ready</b></p>  | <p>Outcomes represent low expectations for learners and lack of rigor. Lesson plans do not reflect a sequence of learning and have no connection to authentic local and global issues.</p> | <p>Outcomes represent moderately high expectations and rigor. Some plans reflect important learning in the discipline and at least some connection to a sequence of learning but have little connection to authentic local and global issues.</p> | <p>Outcomes represent high expectations and rigor and important learning in the discipline. Plans exhibit a sequence of learning with connection to authentic local and global issues.</p>  | <p>All outcomes represent high expectations and rigor and important learning in the discipline. Plans connect to a consistent sequence of learning both in the discipline and in related disciplines. Connection to authentic local and global issues is consistently found in lessons.</p> |  |


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| <p><b>6.1</b> Candidate uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.</p> <p><b>VDOE 4</b></p> <p><b>Technology</b></p>  <p><b>College-and-Career-Ready</b></p>  | <p>Assessment procedures are not congruent with instructional outcomes.</p>       | <p>Some instructional outcomes are assessed through the planned lesson, but many are not.</p>   | <p>All the instructional outcomes are assessed through multiple methods of assessment. Assessment methodologies monitor learner progress, and guide teacher and learner decision making.</p>         | <p>The candidate's approach to assessment is fully aligned with the instructional outcomes for both content and process are assessed through multiple methods. Assessment methodologies have been adapted for individual learners, and guide teacher and learner decision making.</p> |  |
| <p><b>6.2</b> Candidate uses formative assessment to monitor and adjust instruction and to guide the learner decision making.</p> <p><b>VDOE 4</b></p>   | <p>Candidate does not incorporate formative assessment in the lesson or unit.</p> | <p>The candidate's approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes and does not involve the learner in decision making.</p> | <p>The candidate's approach to using formative assessment to monitor and adjust instruction and includes a process where the learner, as well as teacher, uses information from the assessments.</p> | <p>Candidate has a well-developed formative assessment plan that uses formative assessment to monitor and adjust instruction. The Teacher Candidate has designed particular approaches to be used and actively involved the learner in decision making.</p>                           |  |

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| <p>7.1 Candidate plans instruction to support every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy.</p> <p><i>(NOTE: Planning must include evidence of use of Virginia's Standards of Learning and College- and Career-Ready standards, and technology)</i></p> <p><b>VDOE 2</b></p> <p><b>Technology</b><br/> <br/> <b>College-and-Career-Ready</b><br/> </p> | <p>Outcomes represent low expectations for learners and lack of rigor. Lesson plans do not reflect important learning in the discipline or a connection to a sequence of learning or effective pedagogy.</p> | <p>Outcomes represent limited levels of expectations and rigor. Some plans reflect important learning in the discipline and at least some connection to a sequence of learning drawing upon knowledge of several of the following areas: digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, but the application is ineffective at increasing learning.</p> | <p>Outcomes represent high expectations and rigor and important learning in the discipline. Plans exhibit a sequence of learning with strong connections to digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. Instruction is effective at increasing learning.</p> | <p>All outcomes represent high expectations and rigor and important learning across disciplines. Plans connect to a consistent sequence of learning. There is a strong connection to digital- age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. Instruction is effective at increasing learning for all learners.</p> |  |
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| <p>7.2 Candidates effectively plans instruction based on knowledge of learners and the community context.</p> <p><b>VDOE 2</b></p> <p><b>Diversity</b></p>  | <p>Candidate lessons do not reflect an understanding of learners, how they learn, and the context of the community.</p>   | <p>Candidate lessons reflect a basic understanding of the learners, how they learn, and the context of the community, but the lesson addresses only a limited knowledge of specific learners and their community.</p> | <p>Candidate lessons reflect an understanding of their learners, how they learn, and the context of the specific communities represented in the classroom.</p>                              | <p>Candidate lessons reflect a deep understanding of their learners, how they learn, and the context of the specific communities represented in the classroom. Lessons are tailored to represent the context and needs of learners and their communities.</p> |  |
| <p>8.1 The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.</p> <p><b>VDOE 3</b></p>  | <p>Candidate displays little or no understanding of the range of pedagogical approaches suitable to address the specific learning needs related to the content.</p> | <p>Candidate’s uses a limited range of instructional strategies or pedagogical approaches that are not suitable to the discipline or to the learners.</p>   | <p>Candidate’s applies a wide range of effective pedagogical approaches in the discipline that encourage learners to develop deep understanding of content areas and their connections.</p> | <p>Candidate’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, The candidate encourages learners to develop deep understanding of content areas and anticipate learner misconceptions.</p>    |  |

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| <p><b>8.2</b> Candidates build skills to apply knowledge in contemporary meaningful ways.</p> <p><i>(NOTE: “Contemporary meaningful ways” is evidenced in making connections to content of current interest to the learners and includes the use of current, appropriate technologies.)</i></p> <p><b>VDOE 3</b></p> <p><b>Technology</b><br/> <br/> <b>College-and-Career-Ready</b><br/> </p> | <p>Candidate does not apply pedagogical content knowledge in contemporary or meaningful ways.</p> | <p>Candidate uses knowledge of instruction in ways that are outdated or ineffective.</p> | <p>Candidate applies knowledge of appropriate content instruction in contemporary meaningful ways.</p> | <p>Candidate uses contemporary knowledge of appropriate instruction across a range of content areas to make learning meaningful.</p> |  |
| <p><b>Comments/Goals:</b></p>   |   |  |  |  |  |
| <p style="background-color: #cccccc; height: 30px;"></p>  |   |  |  |  |  |

| <b>PROFESSIONAL RESPONSIBILITY</b>  |  |  |  |   |                          |
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| <b>InTASC 9. Professional Learning and Ethical Practice</b>   |  |  |  |   |                          |
| 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. |  |  |  |   |                          |
| <b>Performance</b>  | <b>1<br/>Does Not Meet<br/>Standard</b>  | <b>2<br/>Approaching<br/>Standard</b>  | <b>3<br/>Meets<br/>Standard</b>  | <b>4<br/>Exceeds<br/>Standards</b>  | <b>Evidence/Comments</b> |
| <p><b>9.1</b> Candidate engages in ongoing professional learning.</p> <p><b>VDOE 6</b></p>  | The candidate engages in no professional development activities to enhance knowledge or skill. | The candidate participates in professional activities to a limited extent when they are convenient or required by others.                  | The candidate engages in ongoing opportunities for professional development to enhance content knowledge and pedagogical skill.  | The candidate seeks out opportunities for professional development that addresses personal goals and a systematic approach to continual learning.   |                          |
| <p><b>9.2</b> Candidate uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community).</p> <p><b>VDOE 6Diversity</b></p>            | Candidate has no suggestions for how a lesson could be improved if taught again.               | Candidate makes general suggestions about how a lesson could be improved but does not address how their choices and actions affect others. | The candidate evaluates his/her practice and identifies revisions to the lesson for future use. Evaluation includes reflecting upon how the learners, families, other professionals, and the community affect teacher choices and actions. | The candidate evaluates his/her practice and identifies specific revisions to the lesson for future use. Evaluation draws upon an extensive repertoire of skills. The candidate offers specific alternative actions that include the probable success of different courses of action and how the actions affect |                          |

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|   |   |  |   | learners, families, other professionals, and the community.  |                          |
| <p><b>9.3</b> Candidate adapts practice to meet the needs of each learner in an ethical and responsible manner.</p> <p><b>VDOE 6</b></p>  | <p>Candidate is not honest in interactions with colleagues, learners, and the public.</p>         | <p>Candidate is honest in interactions with colleagues, and classroom instruction.</p>   | <p>Candidate displays high standards of honesty, integrity, and confidentiality in instructional planning and interactions with colleagues, learners, and the public.</p> | <p>Candidate consistently exhibits the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues to uphold ethical practices.</p> |                          |
| <p><b>InTASC 10. Leadership and Collaboration</b></p> <p>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.</p> |   |  |   |  |                          |
| <b>Performance</b>  | <b>1</b><br><b>Does Not Meet Standard</b>   | <b>2</b><br><b>Approaching Standard</b>  | <b>3</b><br><b>Meets Standard</b>   | <b>4</b><br><b>Exceeds Standards</b>   | <b>Evidence/Comments</b> |
| <p><b>10.1</b> Candidates seeks appropriate leadership roles and opportunities to take responsibility for learning.</p> <p><b>VDOE 6</b></p>  | <p>Candidate engages in no professional development activities to enhance knowledge or skill.</p> | <p>Candidate participates in leadership activities to a limited extent when they are convenient. Instructional leadership may or may not be focused on learning.</p> | <p>Candidate accepts leadership roles that enhance learning and focus on meeting learner needs.</p>   | <p>Candidate seeks out opportunities for leadership roles that enhance content knowledge and pedagogical skill and focus on meeting learning needs.</p>                          |                          |

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| <p><b>10.2</b> Candidate collaborates with learners, families, colleagues, other school professionals, and community members (using digital tools and resources) to ensure learner growth and to advance the profession.</p> <p><b>VDOE 6</b></p> <p><b>Technology</b></p>  <p><b>Diversity</b></p>  <p><b>College-and-Career-Ready</b></p>  | <p>Candidate's relationships with colleagues, families, school professionals and the learner are negative or self-serving.</p> | <p>Candidate maintains relationships with colleagues and the community to fulfill responsibilities required by the school or district.</p> | <p>The candidate uses digital tools and resources to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.</p> | <p>The candidate takes initiative and collaborates with learners, families, colleagues, other school professionals, and the community.</p> <p>Candidate takes leadership among faculty to support the use of digital tools and resources to ensure learner growth and to advance the profession.</p> |  |
| <p><b>Comments/Goals:</b></p>   |  |  |   |  |  |

## TECHNOLOGY STANDARDS



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

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

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



*1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.*

*2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. **Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.***

*3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. **Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.***

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

**VDOE 1 Lifelong Learner**  
 Candidates engage in ongoing professional learning related to content, pedagogy and technology.

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

| <b>VDOE Performance Standards</b>   | <b>1<br/>Does Not Meet Standard</b>  | <b>2<br/>Approaching Standard</b>  | <b>3<br/>Meets Standard</b>  | <b>4<br/>Exceeds Standards</b>   | <b>Evidence/Comments</b> |
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| Candidate engaged in ongoing professional growth related to the use of innovative instructional strategies that integrate digital technologies. | The candidate did not attend or pursue professional learning unless it was required. If the candidate did engage in professional learning, the selection of learning experiences was not well aligned nor related to content, pedagogy and technology. | The candidates attended or pursued professional learning only when required. When the candidate engaged in professional learning, the selection of learning experiences was related to content or pedagogy and/or technology including a minimal use of digital tools. | The candidate planned for purposeful professional learning that fill learning gaps related to classroom-specific content and explored innovative pedagogy and technology This included organized, division-sponsored professional development opportunities, university workshops, and | The candidate sought out purposeful professional learning that filled specific learning gaps related to classroom content and explored innovative pedagogy and technology. This included organized, division-sponsored professional development opportunities, |                          |




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|   |  |  | through informal learning opportunities at the placement school and used digital tools to collaborate with a global learning community. | university workshops, through informal learning opportunities at the placement school and used digital tools to collaborate with a global learning community on educational topics and learning opportunities. |  |
| The candidate used digital tools to obtain feedback and to collaborate in ways that allows for reflection on educational topics to improve teaching and learning. | The candidate did not reflect on feedback to improve teaching and learning, nor collaborated on educational topics to improve teaching and learning. | The candidates may or may not have reflected on feedback. There was little evidence of collaboration on educational topics to improve teaching and learning. | The candidate reflected on feedback and collaborated on educational topics to improve teaching and learning.                            | The candidate used reflection-in-action to reflect on feedback and strategically worked to improve teaching and learning.  |  |



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| <p>The candidate promoted safe and ethical behavior with students through collaborative online experiences, including the development of an understanding of the rights and obligations of student privacy and security when collecting and using student data and selecting digital content, tools, and resources.</p> | <p>The candidate did not take purposeful actions to promote safe and ethical behavior with students through collaborative online experiences.</p>   | <p>The candidate took actions to promote safe and ethical behavior with students through collaborative experiences, but actions were not consistently observed.</p>  | <p>The candidate promoted safe and ethical behavior with students through collaborative online experiences.</p>   | <p>The candidate promoted safe and ethical behavior with students through collaborative online experiences.</p>  |  |
| <p>The candidate modeled the use of technology to communicate, created appropriate digital content, (including tools and resources that meet local, state and/or federal policies), collaborated and solved problems.</p>   | <p>The candidate did not use available technology to make responsible instructional decisions—grounded in knowledge of digital safety and security best practices. The candidate did not effectively use digital communication and collaboration tools and resources.</p> | <p>The candidate occasionally used available technology to make responsible instructional decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication and collaboration tools and methods. The technology used was often ineffective or not well aligned to digital safety and</p> | <p>The candidate used available technology to make responsible instructional decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication and collaboration tools and methods. The available technology used was effective or well aligned to digital safety and</p> | <p>The candidate effectively used available and appropriate technology, as well as additional technology identified to assist in making purposeful instructional decisions about digital safety and security best practices. The candidate consistently used digital communication and collaboration tools and methods</p> |  |

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|   |   | security best practices.  | security best practices.   | in their own classroom.<br><br>The technology used was effective and well aligned to digital safety and security best practices.   |  |
| The candidate cultivated and managed their digital identity and reputation and displayed awareness of the permanence of his/her actions in the digital world. | The candidate made multiple choices (personal and instructional) that was evidence he/she was unaware of the <i>permanence of his/her actions in the digital world.</i> | The candidate made instructional decisions that was evidence he/she was unaware of the <i>permanence of his/her actions in the digital world.</i> | The candidate made appropriate personal and instructional decisions that was evidence he/she was clearly aware of the <i>permanence of his/her actions in the digital world.</i> | The candidate made appropriate personal and instructional decisions that was evidence he/she was clearly aware of the <i>permanence of his/her actions in the digital world. The candidate provided specific instruction and models for students regarding the permanence of the students' actions in the digital world.</i> |  |
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**VDOE 3 Learning Facilitator**  
 Candidates support student learning by harnessing the power of technology.

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

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| <p>The candidate assisted students in selecting and using appropriate and available digital tools for learning, creating, problem-solving and communicating.</p>   | <p>The candidate did not use available technology for thinking skills, problem solving, and decision-making, communication, and presentation within the curriculum.</p>                                      | <p>The candidate occasionally used available technology for thinking skills, problem solving, and decision-making.</p>   | <p>The candidate used a variety of formative and summative assessments assessed, using both quantitative and qualitative techniques, to meet the needs of students and stakeholders.</p>                 | <p>The candidate consistently and purposefully used effective and appropriate technology as a tool for thinking skills, problem solving, and decision-making.</p>  |  |
| <p>The candidate Incorporated learning strategies that used technology to accommodate learner variability, personalize learning, and engender student choice, self-direction and goal-setting, including the use of data to effectively respond to students’ needs and communicate findings to various stakeholders.</p> | <p>The candidate did not use available technology as a tool for adapting instruction to meet the needs of learners in a variety of educational settings. The candidate did not provide opportunities for</p> | <p>The candidate’s use of available technology was not evident for most of these tasks: data collection, information management, problem solving, decision-making, communication, and presentation</p> | <p>The candidate purposefully used available and appropriate technology for thinking skills, problem solving, and decision-making. This included using technologies for data collection, information</p> | <p>The candidate took the initiative to seek out additional technologies for data collection, information management, problem solving, decision-making, communication, and presentation within the curriculum.</p> |  |

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|  | learners to use available and appropriate technologies.   | within the curriculum.  | management, problem solving, decision-making, communication, and presentation within the curriculum.  |  |  |
| The candidate used a variety of formative and summative assessments that leveraged the power of technology to provide immediate and specific feedback, and offer alternative learning paths to students including competency-based approaches.   | The candidate used a variety of formative and summative assessments assessed using both quantitative and qualitative data to meet the needs of students and stakeholders. | The candidate used formative or summative assessments assessed and used quantitative or qualitative data to meet the needs of students and stakeholders | The candidate used both formative and summative assessments assessed and gathered both quantitative and qualitative data to meet the needs of students and stakeholders | The candidate used a variety of effective formative and summative assessments, assessed using both quantitative and qualitative data techniques, to meet specific needs of a range of students and stakeholders. |  |
| The candidate demonstrated the ability to choose and use digital technologies including both hardware, software and web-based resources to support classroom instruction, including basic computing operations such as accessing accounts, select appropriate applications to perform tasks, file management and web navigation. | The candidate did not use technology to support instruction.  | The candidate used limited or archaic technologies to support instruction.  | The candidate used effective, appropriate, and contemporary technologies to support instruction.  | The candidate systematically, used effective, appropriate, and contemporary technologies to support instruction.   |  |

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| <p>The candidate demonstrated the ability to troubleshoot typical classroom technologies.</p> | <p>The candidate had poor technology knowledge and skills and could not perform basic computing operations or troubleshoot classroom technology issues.</p> | <p>The candidate had poor technology knowledge and skills and could perform only very basic computing operations. The candidate was able to troubleshoot basic classroom technology issues.</p> | <p>The candidate applied technology knowledge and skills and could easily perform basic computing operations and troubleshoot classroom technology issues.</p> | <p>The candidate applied extensive technology knowledge and skills to create a variety of technology-supported activities. The candidate could easily perform computing operations and troubleshoot a wide-range of classroom technology issues.</p> |  |
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*Signatures below indicate participation in the assessment process:*

**SIGNATURES**

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|                  |             |                       |             |                              |             |
|------------------|-------------|-----------------------|-------------|------------------------------|-------------|
| <b>Candidate</b> | <b>Date</b> | <b>Mentor Teacher</b> | <b>Date</b> | <b>University Supervisor</b> | <b>Date</b> |
|------------------|-------------|-----------------------|-------------|------------------------------|-------------|

*If used for mid-term evaluation, use this space for goal setting for the remainder of the placement:*

**Summary Comments (optional):**

## Appendix US-5: Assessment of Dispositions

Candidate Name: \_\_\_\_\_

Course/Section: EDCI 790 – 010 – ESL Tchg Internship

Assessors: \_\_\_\_\_

Date Assessed: \_\_\_\_\_

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

Dispositions reflect one’s attitudes and deeply held beliefs. They can be positive (e.g., committed) or negative (e.g., apathetic). Dispositions are not directly “visible,” but are inferred from one’s actions. Throughout a candidate’s program of study at Mason, s/he should demonstrate behaviors that reflect positive dispositions befitting a professional. Dispositions are assessed multiple times during the teacher education program. Growth in one’s dispositions is developmental and can be informed through instruction, experience, and reflection. A single occurrence of dispositional issues might be due to a lack of understanding of the disposition and expectations of appropriate behaviors. It is important that an assessor rely on observations of candidate behaviors when assessing dispositions. Assessment of dispositions should not be used as a punitive action, but as an instructional tool to address developmental gaps or clarify the overt actions being assessed for each dimension of the disposition.

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

### What each Rating Means

A score of 4-Consistently Evident is a rating for candidates who exhibit behaviors beyond the expectations of candidates at this point in their programs.

A score of 3 (Often Evident) is the target score.

A score of 2 (Occasionally Evident) should be viewed as a “teachable moment” for the assessor. The assessor should meet with the candidate to clarify expectations and discuss what behaviors were observed that warranted a score of 2. (See the Educator Preparation Office (EPO) website at <https://cehd.gmu.edu/epo/> for specific information related to this process.)

A single score of 1 (Rarely Evident) will require the creation of a Disposition Development Plan to assist the candidate in improving dispositions. (See the EPO website at <https://cehd.gmu.edu/epo/> for a copy of the Plan.) For further direction and specifics related to how the dispositions are assessed in your program, please contact your Academic Program Coordinator, Course Lead, Assessor, or the Educator Preparation Office at 703-993-5899.

## Rating Guidelines

**4-Consistently Evident-** Consistently Evident is a rating for candidates who exhibit behaviors beyond the expectations of candidates at this point in their programs. Observers see candidates demonstrate behaviors consistent with professional dispositions in multiple situations/data points.

**3-Often Evident-** is the TARGET score. This score reflects that candidates have met the standard at the level expected at this point in their program. Behaviors are observed that align with expectations for this specific dimension of the dispositions. Candidates who receive a 3 have successfully met the disposition.

**2-Occasionally Evident-** Candidates receive this score when their understanding and effort does not meet the Target but they exhibit some of the behaviors associate with the disposition. A score of 2 requires a conversation with the candidate to clarify or educate him/her on the appropriate behaviors associate with the disposition.

**1-Rarely Evident-** Candidates receive a 1 when his/her understanding and behaviors related to a disposition is not evident or rarely exhibited. A score of 1 requires a specific action plan to educate and/or remediate behaviors associate with the disposition.

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

|   | Consistently<br>Evident<br>4 | Often<br>Evident<br>3 | Occasionally<br>Evident<br>2 | Rarely<br>Evident<br>1 | Not<br>Applicable<br>□ |
|---|------------------------------|-----------------------|------------------------------|------------------------|------------------------|
| <b>1. Openness to Feedback</b>  |                              |                       |                              |                        |                        |
| - <i>Is receptive to constructive criticism/growth-producing feedback</i>                                     |                              |                       |                              |                        |                        |
| - <i>Self-regulates and modifies professional behavior based on feedback</i>                                  |                              |                       |                              |                        |                        |
| - <i>Seeks opportunities for professional growth to improve practice</i>                                      |                              |                       |                              |                        |                        |
| - <i>Acts on feedback toward improvement</i>  |                              |                       |                              |                        |                        |
|   | 4                            | 3                     | 2                            | 1                      | □                      |
| <b>2. Continuous Improvement/ Change Orientation</b>  |                              |                       |                              |                        |                        |
| - <i>Takes initiative appropriately</i>   |                              |                       |                              |                        |                        |
| - <i>Seeks opportunities for continual improvement and change</i>   |                              |                       |                              |                        |                        |
| - <i>Seeks evidence for use in decision making</i>  |                              |                       |                              |                        |                        |
| - <i>Is willing to take appropriate risks/try new things</i>  |                              |                       |                              |                        |                        |
|   | 4                            | 3                     | 2                            | 1                      | □                      |
| <b>3. High Expectations for Learning</b>  |                              |                       |                              |                        |                        |
| - <i>Takes appropriate responsibility for student learning</i>  |                              |                       |                              |                        |                        |
| - <i>Holds high expectations for all learners</i>   |                              |                       |                              |                        |                        |
| - <i>Monitors and assesses student learning to provide feedback and alter instruction to improve learning</i> |                              |                       |                              |                        |                        |
|   | 4                            | 3                     | 2                            | 1                      | □                      |
| <b>4. Advocacy</b>  |                              |                       |                              |                        |                        |
| - <i>Advocates on behalf of students and families</i>   |                              |                       |                              |                        |                        |
| - <i>Seeks to understand and address student issues and challenges</i>  |                              |                       |                              |                        |                        |
| - <i>Shows a genuine interest in others' well-being</i>   |                              |                       |                              |                        |                        |
| - <i>Seeks to direct students and/or families to needed resources</i>   |                              |                       |                              |                        |                        |
|   | 4                            | 3                     | 2                            | 1                      | □                      |



|   |          |          |          |          |                          |
|---|----------|----------|----------|----------|--------------------------|
| <b>5. Professionalism</b>   | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <input type="checkbox"/> |
| - <i>Is punctual and well prepared</i>  |          |          |          |          |                          |
| - <i>Exhibits professional demeanor (dress &amp; appearance)</i>  |          |          |          |          |                          |
| - <i>Is reliable, responsible</i>   |          |          |          |          |                          |
| - <i>Demonstrates respect for students, families, colleagues, and/or property</i>                         |          |          |          |          |                          |
| - <i>Uses technology &amp; social media appropriately</i>   |          |          |          |          |                          |
| <b>6. Legal and Ethical Conduct</b>   | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <input type="checkbox"/> |
| - <i>Exhibits integrity and ethical behavior</i>  |          |          |          |          |                          |
| - <i>Maintains privacy and confidentiality of sensitive information</i>                                   |          |          |          |          |                          |
| - <i>Demonstrates fairness and consistency in applying and enforcing rules, policies, and regulations</i> |          |          |          |          |                          |

**Is there a score of 2 on the assessment? Have you scheduled a meeting with the Candidate?**

**Is there a score of 1 on the assessment? Have you scheduled a meeting with the Candidate and begun to develop an Action Plan?**

**Please add any relevant comments to the ratings above:**

## Appendix US-6: Checklist of Materials

to be submitted by each University Supervisor at the End of the Semester

### University Supervisors:

Please organize the following materials in the sequence listed below, check each item off this list, and submit both the list and all materials to Dr. Pierce in each ESL teacher candidate's folder. Submit only ONE folder per candidate, please.

- \_\_\_\_\_ 1. Teacher Candidate's Log of Hours
- \_\_\_\_\_ 2. ESL Teacher Candidate's Evaluation Rubric – Mid-Term
- \_\_\_\_\_ 3. ESL Teacher Candidate's Evaluation Rubric – Final
- \_\_\_\_\_ 4. Lesson Plan Rating Scale (for highest scoring lesson plan)
- \_\_\_\_\_ 5. Formal Observation Reports – for each of 4 observed lessons (no need to attach lesson plan materials)
- \_\_\_\_\_ 6. InTASC Rubric for Mid-Term (Week 8)
- \_\_\_\_\_ 7. InTASC Rubric - Final (Week 16)
- \_\_\_\_\_ 8. Assessment of Dispositions
- \_\_\_\_\_ 9. Mentor Teacher Pay Form
- \_\_\_\_\_ 10. W-9 Form for Mentor teacher
- \_\_\_\_\_ 11. Certification Form (for On-the-Job Teacher Candidates only)

[Bi-Weekly Progress Reports are not turned in, since they are intended as interim formative assessments of each candidate by the Mentor Teacher.]

Do NOT submit videos of teaching – these should be posted on Blackboard and retained by the candidate unless otherwise requested.

In addition, please post the scores for #s 2-4 and 6- 8 above on Blackboard for each intern.

## **Appendix RM: Resource Materials**

## Appendix RM-1: Instructions for Completing Log of Hours

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

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

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

**Direct Teaching** involves independent teaching of individuals, small groups, or whole classes.

Independent teaching includes taking full responsibility for supervising and teaching according to plans developed by the Teacher candidate and approved by the Mentor teacher.

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

**School-based Activities** would include non-teaching duties occurring outside of school hours, such as parent open house or school multicultural nights.

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

Hours are to be totaled by the Teacher candidate and each page of the log verified by the Mentor teacher and reviewed by the University Supervisor. A separate log sheet should be started when working with a second (or third) Mentor teacher. During the final week of each school placement, the Teacher candidate submits the log (which may require estimating for the final week) to the University Supervisor.

## Appendix RM-2: Teacher Tasks & Resources Checklist

Use as a reminder (where appropriate) to broaden the Teacher candidate's experiences

### Activities:

- Bulletin Board
- Use of Library
- Field Trip
- Fire Drill
- PTA/PTO meeting
- Back-to-School Night
- Parent Conference
- Calls to Parents
- Parent Newsletter
- Eligibility Conference
- Mock Job Interview
- Other \_\_\_\_\_
- Other \_\_\_\_\_

### Instruction and Assessment (K-6):

- Language Arts (Reading, Writing, Spelling)
- Oral Language
- Handwriting
- Mathematics
- Social Studies
- Science
- Health
- Other \_\_\_\_\_
- Other \_\_\_\_\_

### Equipment:

- Computer/printer
- Copier
- DVD/ VCR
- CD/ tape recorder
- Smartboard
- Document Camera
- Overhead Projector
- Manipulatives
- Listening Station
- Other \_\_\_\_\_
- Other \_\_\_\_\_

### Observations:

- Special Ed/ LD
- PE
- Music
- Art
- ESL
- Gifted/Talented
- Reading Specialist
- Speech Clinician
- Extra or Co-Curricular Activities

### Records:

- Cumulative Folders
- Work Samples
- Anecdotal Records
- Attendance Records
- Grade Book
- Report Cards
- Accident Report
- Emergency Cards
- Referral Forms
- Other \_\_\_\_\_
- Other \_\_\_\_\_

### Test Administration or Interpretation:

- Teacher-made
- Standardized (COGAT, Stanford 9)
- Readiness test/inventory (DRA, DRP)
- Virginia SOLs
- WIDA ACCESS
- VGLA (Virginia Grade Level Alternative)
- Other \_\_\_\_\_
- Other \_\_\_\_\_

### Duties:

- Playground
- Cafeteria
- Bus
- Hall
- Other \_\_\_\_\_
- Other \_\_\_\_\_

### Appendix RM-3 : Lesson Plan Elements

These are elements that should be evident in the Teacher candidate's lesson plans

#### Objectives are:

- \_\_\_\_\_ Related to long-term goals
- \_\_\_\_\_ Specific and measurable (or observable)
- \_\_\_\_\_ Stated in terms of student outcomes
- \_\_\_\_\_ Based on students' needs

#### Materials are:

- \_\_\_\_\_ Appropriate for the objective
- \_\_\_\_\_ Appropriate for students' developmental level
- \_\_\_\_\_ Varied to accommodate interests and learning styles
- \_\_\_\_\_ Multicultural, where feasible

#### Procedures include:

- \_\_\_\_\_ Clear statement of purpose and expectations
- \_\_\_\_\_ Development of readiness or motivation
- \_\_\_\_\_ Relating the activities to prior knowledge and interests
- \_\_\_\_\_ Use of appropriate strategies
- \_\_\_\_\_ Adaptations for individual differences
- \_\_\_\_\_ Providing opportunities for application of knowledge and practice of skills
- \_\_\_\_\_ Efficient use of class time
- \_\_\_\_\_ Summary or other closure

#### Assessment includes:

- \_\_\_\_\_ Checking for comprehension during the lesson
- \_\_\_\_\_ Formative assessment in writing for each student
- \_\_\_\_\_ Strategies for assessment of longer-term learning
- \_\_\_\_\_ Reflection on how and why the lesson succeeded or failed

#### The lesson plan needs to be sufficiently detailed to:

- \_\_\_\_\_ Demonstrate that the candidate has carefully considered important factors
- \_\_\_\_\_ Enable the candidate to reorient or redirect during the lesson
- \_\_\_\_\_ Allow a substitute to teach the lesson with a minimum of preparation

**Appendix RM-4: Lesson Plan Template****LESSON PLAN # \_\_\_\_\_**

*ESL Interns: Please use this format for each FORMAL OBSERVATION. Send your draft lesson plan in this format to your University Supervisor 48 hrs. in advance of your lesson.*

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

**1. Objectives:**

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

**2. Materials:**

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

**3. Learning Experiences:**

The lesson plan should provide a rationale as well as the activities to be observed by the University Supervisor during each of four Formal Observations.

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

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

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

**4. Assessment: MUST BE A WAY TO RECORD STUDENT LEARNING IN THIS LESSON**

- a. Outline the procedures and criteria you will use in assessing each of the objectives stated above.
- b. ATTACH your assessment tool (rubric, checklist, rating scale, format for anecdotal notes).

**Efforts to Accommodate:**

Visual learners \_\_\_\_\_

Auditory learners \_\_\_\_\_

Kinesthetic learners \_\_\_\_\_

Specials needs learners (Disabled and/or Gifted) \_\_\_\_\_

***MOST IMPORTANT THING TO REMEMBER***

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

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

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

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

LAST NAME\_FIRST INITIAL\_Requirement Name\_mmddyy

(Month Day Year of Date Submitted)

EXAMPLE: VALDEZ\_L\_Lesson Plan 1\_091417