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**COLLEGE OF EDUCATION  
AND HUMAN DEVELOPMENT**  
George Mason University®

GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT  
SCHOOL OF EDUCATION

# **INTERNSHIP MANUAL**

EDCI 794: Foreign/World Language: Chinese  
French, German, Japanese, Korean, Latin, Spanish

2025 - 2026

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## INTRODUCTION

The School of Education's programs are aligned with learned societies and our faculty members are committed to the College of Education and Human Development priorities. As a result, teacher candidates are prepared to be reflective practitioners who are responsive to diversity and effective professionals who use research-based practices and integrate technology. Field experiences and internships are an integral part of coursework and are the most significant opportunities for candidates to apply new knowledge, skills and dispositions.

The internship, the final course and culminating experience in GMU's state-approved teacher education programs, provides opportunities for extended practice under the guidance of experienced professionals from the school and university. Such professionals in the schools are called Mentor Teachers (MTs). The other member of the support team for a teacher candidate (TC) is the University Supervisor (US), who may be regular faculty, adjunct faculty, or a graduate assistant with experience in the licensure area.

The purpose of this Internship Manual is to provide guidance for the team of TC, MT, and US during student internships in Foreign and World Languages (all endorsements). This manual does not attempt to provide detailed assistance on planning, teaching, observation, supervision, or evaluation. These are covered in coursework or other training provided to members of the team, and help is available for the asking. Additional information on these topics is available in resource materials, which are available for reference in the Johnson Center Library.

## ELIGIBILITY FOR INTERNSHIP

Eligibility for internships requires:

1. Good academic standing
2. Satisfactory completion of all other coursework in the licensure program
3. Submission of scores on:

ACTFL Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT)

In addition to these requirements, licensure candidates seeking endorsements in French, Spanish, and/or German must take and pass the Praxis Subject Assessment: French (163), Spanish (168), and/or German (163).

Language proficiency is a critical component of the licensure program. Licensure Candidates who achieve below Advanced Low on the OPI / WPT and/or do not pass the Praxis (for French, German, or Spanish) may not be eligible for completing the internship. Additional courses in the target language may be required to improve language proficiency. This could seriously delay the licensure process. Therefore, students are **strongly encouraged** to take the OPI / WPT well in advance of the student teaching/internship.

The Professional Licensure Committee (PLC) acts on requests for waivers of requirements and for approval of on-the-job internships.

## IMPORTANT CONTACT INFORMATION

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## INTERNSHIP PLACEMENTS

Requests for placements are processed in the Office of Teacher Preparation based on students' applications and the availability of qualified mentor teachers recommended by principals.

Placements also depend on the school divisions' conditions for accepting teacher candidates and the availability of mentor teachers to supervise. For example, Fairfax County Public Schools attempts to equalize the number of students placed in each administrative area. In Arlington County, students may be interviewed before placement. All school divisions require submission of transcripts and documentation of testing for Tuberculosis.

Assignments of university supervisors are made immediately before the semester begins on the basis of their expertise and teaching/research loads. Qualified graduate assistants and adjunct faculty are employed as university supervisors when a regular faculty member is not available.

Changes in internship placements and university supervisor assignments are made rarely and only for serious reasons. Such changes must be coordinated through the OTP, which also must be informed of changes in MT assignments and any changes in the intern's name, address, and phone number.

## LENGTH OF INTERNSHIP

Mason requires 300 student teaching clock hours, including 150 clock hours of direct teaching. This commitment is a 15-week full-time experience. These requirements exceed the current state licensure requirement. An extended period of student teaching provides better preparation and is protection against contingencies such as illness or other interruptions. Students are expected to complete the full semester of internship except in unusual circumstances. In such cases, the Director of Educator Preparation may approve early termination based on the recommendation of the US and MT.

**On-the-job 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.**

## FORMAT FOR INTERNSHIP

Teacher candidates in the Foreign/World Language program spend half of the internship period at the elementary grade level (K-5), and then switch to the secondary level (6-12). This often requires a change of school.

In all cases, the teacher candidate begins by observing and co-teaching and then gradually assumes responsibility for instruction until he or she carries the full teaching load. Toward the end of the assignment, the candidate gradually returns responsibility for instruction to the classroom teacher. During the transition periods before and after independent teaching, the teacher and the student may co-teach or share responsibility for specific periods or subjects.

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

## SUMMARY OF SCHEDULES FOR STUDENT TEACHING FOREIGN/WORLD LANGUAGES

\*First Placement\*

NOTE: LETTERS IN PARENTHESIS REFER TO THE APPENDICES.

Time	Teacher Candidate (TC)	Mentor Teacher (MT)	University Supervisor (US)
<b>First Placement Prior to First Week</b>	<input type="checkbox"/> Attend Orientation to meet US and receive materials for MT <input type="checkbox"/> Contact schools early to meet principals and MT		<input type="checkbox"/> Attend Mason orientation to receive manual, assignments, and to meet TCs <input type="checkbox"/> Communicate expectations
<b>Weeks 1-4</b>	<input type="checkbox"/> Begin Log of Hours (E-2) <input type="checkbox"/> Attend any orientations to schools and class(es). <input type="checkbox"/> Observe and assist MT <input type="checkbox"/> Co-plan / Co-teach beginning with 1-2 sections or specific lessons <input type="checkbox"/> Prepare 3-ring binder for: <ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Journal entries</li> <li>• Log of hours (E-2)</li> <li>• Completed Informal Observation Reports by MT (A-2)</li> <li>• Completed Progress Reports – biweekly with MT (D)</li> <li>• Completed Formal Classroom Observation Reports by US (A-1)</li> <li>• Completed Summary Observation Report by US (G)</li> <li>• Completed Profile Evaluation Reports by US with MT for midterm and final evaluations (H)</li> <li>• Completed Summary Of Placement by US with MT (F)</li> </ul> <input type="checkbox"/> Begin Professional Development Portfolio (refer to I-1)	<input type="checkbox"/> Conduct school-based orientation <input type="checkbox"/> Review student-teaching plan with TC and US <input type="checkbox"/> Team plan and co-teach with TC <input type="checkbox"/> Conduct Informal Observations (A-2) <input type="checkbox"/> Complete Progress Reports biweekly with TC (Appendix D)	<input type="checkbox"/> Contact MTs to visit sites and to meet principals (both placements) <input type="checkbox"/> Clarify procedures with MT <input type="checkbox"/> Schedule observations as feasible
<b>Week 4 Quarterly Evaluation</b>	<input type="checkbox"/> Gradually assume independent teaching <input type="checkbox"/> Review Experience Checklist with MT (B)	<input type="checkbox"/> Continue Informal Observations and Progress Reports with TC <input type="checkbox"/> Review Experience Checklist with TC (B)	<input type="checkbox"/> Conduct formal observation with MT (A-1) <input type="checkbox"/> Check Log of Hours (E-2) <input type="checkbox"/> Confer with TC and MT <input type="checkbox"/> Assist TC with development of Portfolio
<b>Week 5-7</b>	<input type="checkbox"/> Continue independent teaching with gradual return to MT in Week 7	<input type="checkbox"/> Continue Informal Observations and Progress Reports with MT	<input type="checkbox"/> Maintain contact with MT and TC
<b>Week 7 Mid-term Evaluation</b>	<input type="checkbox"/> Collect copies of all reports from US (E-2, F, G, H) <input type="checkbox"/> Continue work on Professional Development Portfolio	<input type="checkbox"/> Conduct Profile Evaluation (H) and discuss final grade with US <input type="checkbox"/> Assist US in completing mid-term evaluations (E-2, F, H) List the document titles here <ul style="list-style-type: none"> <li>▪ Teacher Candidate Common Assessment</li> </ul>	<input type="checkbox"/> Conduct Summary Observation Report (G) <input type="checkbox"/> Review Profile Evaluation (H) with MT and discuss final grade. <input type="checkbox"/> Conduct Summary of Placement with MT (F) <input type="checkbox"/> Sign Log of Hours (E-2) <ul style="list-style-type: none"> <li>▪ Teacher Candidate Common Assessment</li> </ul>

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**SUMMARY OF SCHEDULES FOR STUDENT TEACHING  
FOREIGN/WORLD LANGUAGES  
\*Second Placement\***

<b>Time</b>	<b>Teacher candidate (TC)</b>	<b>Mentor Teacher (MT)</b>	<b>University Supervisor (US)</b>
<b>Second Placement Weeks 8-11</b>	<input type="checkbox"/> Begin Log of Hours (E-2) <input type="checkbox"/> Observe and assist MT <input type="checkbox"/> Co-plan / Co-teach beginning with 1-2 sections or specific lessons <input type="checkbox"/> Continue to use 3-ring binder for all lesson plans, journal entries, and documents	<input type="checkbox"/> Conduct school-based orientation <input type="checkbox"/> Review student-teaching plan with TC and US <input type="checkbox"/> Team plan and co-teach with TC <input type="checkbox"/> Conduct Informal Observations (A-2) <input type="checkbox"/> Complete Progress Reports biweekly with TC (Appendix D)	<input type="checkbox"/> Contact MT to visit site and to meet principal (follow up to initial call done at beginning of semester) <input type="checkbox"/> Clarify procedures with MT <input type="checkbox"/> Schedule observations as feasible <input type="checkbox"/> Schedule a mid-semester meeting of TCs (if feasible)
<b>Week 12 Quarterly Evaluation</b>	<input type="checkbox"/> Gradually assume independent teaching <input type="checkbox"/> Contact GMU Academic Advisor and coordinate a time and place (with MT and US) for end of semester presentation of Professional Development Portfolio <input type="checkbox"/> Review Experience Checklist with MT (B)	<input type="checkbox"/> Continue Informal Observations and Progress Reports with TC <input type="checkbox"/> Review Experience Checklist with TC (B)	<input type="checkbox"/> Conduct formal observation with MT (A-1) <input type="checkbox"/> Check Log of Hours (E-2) <input type="checkbox"/> Confer with TC and MT on progress
<b>Week 13-15</b>	<input type="checkbox"/> Continue independent teaching with gradual return to MT in Week 14 <input type="checkbox"/> Complete Professional Development Portfolio	<input type="checkbox"/> Continue Informal Observations and Progress Reports with TC	<input type="checkbox"/> Maintain contact with ST and MT
<b>Week 15 End of Internship Evaluation</b>	<input type="checkbox"/> Collect copies of all reports from US (E-2, F, G, H, J) <input type="checkbox"/> Present Professional Development Portfolio to Dr. Haley	<input type="checkbox"/> Conduct Profile Evaluation (H) and discuss final grade with US <input type="checkbox"/> Assist US in completing end of semester evaluations (E-2, F) <ul style="list-style-type: none"> <li>▪ Teacher Candidate Common Assessment</li> <li>▪ CEHD Dispositions</li> </ul>	<input type="checkbox"/> Conduct Summary Observation Report (G) <input type="checkbox"/> Review Profile Evaluation (H) with MT and discuss final grade <input type="checkbox"/> Conduct Summary of Placement with MT (F) NOTE: Hours and Grade should reflect CUMULATIVE numbers for the entire 15 week internship <input type="checkbox"/> Sign Log of Hours (E-2) <ul style="list-style-type: none"> <li>▪ Teacher Candidate Common Assessment</li> <li>▪ CEHD Dispositions</li> </ul>

NOTE: LETTERS IN PARENTHESIS REFER TO THE APPENDICES.

**SUMMARY OF SCHEDULES FOR STUDENT TEACHING  
FOREIGN/WORLD LANGUAGES  
for On-the-Job Candidates**

<b>Time</b>	<b>Teacher Candidate (TC)</b>	<b>Mentor Teacher (MT)</b>	<b>University Supervisor (US)</b>
<b>Week 1 – 2</b>	<p>Meet MT</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 FL students</p> <p>Arrange to observe in an elementary school if you are teaching at the secondary level (and vice versa)</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>
<b>Week 2 – 3 &amp; 11 – 12</b>	<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</b></p>
<b>Week 4 – 8 &amp; 13 – 16</b>	<p>Schedule Formal Observations #3 &amp; 4</p> <p><u><b>Weeks 4 &amp; 12:</b></u></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 Report, Mid-term or Final Evaluation Rubric, InTASC Rubric, Asmt. of Dispositions with US, and online evaluation forms</b></p>	<p>Conduct Formal Observations # 2 &amp; 4</p> <p><b>Complete Formal Observation Report &amp; 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.



## **RESPONSIBILITIES OF THE TEAM**

Student teaching/internship is widely regarded as the single most important component of teacher education. The effectiveness of the experience depends upon the degree to which all members of the team fulfill their responsibilities and establish good working relationships. Frequent and open communication is essential. It is particularly important that the University Supervisor and the Mentor Teacher work as a team to provide support and guidance to the teacher candidate.

### ***The Teacher candidate/Intern***

Student teaching/internship should be a time of great personal and professional growth. It is hard work, exciting, and stressful because there is so much to learn and so much at stake. Flexibility in adapting to differences in school cultures, teaching styles, supervisors' philosophies, and students' needs will reduce anxiety and increase growth. During this time, teacher candidate should:

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

### ***The Mentor Teacher***

The Mentor Teacher (MT) serves as a role model, instructor, and coach for the candidate. The classroom teacher's primary responsibility is for his or her pupils' welfare and learning. Therefore, supervising a teacher candidate/intern requires careful planning of the transition to independent teaching and good judgment about the teacher candidate's/intern's readiness.

- Communicate with the course facilitator (GMU) and/or University Supervisor regarding expectations.
- Become familiar with the content of the GMU licensure program.
- Treat the teacher candidate/intern as a colleague in order to increase students' and parents' acceptance.
- Co-plan and co-teach during the first month of working together.
- Talk regularly, especially about why you make instructional decisions.
- Build confidence by having the teacher candidate/intern gradually assume responsibility for instruction.
- Oversee the teacher candidate's/intern's planning, and monitor the assessment of your pupils' learning.
- Withdraw gradually from your classroom during the independent teaching period, shifting authority and responsibility to the teacher candidate/intern.
- Commit to staying in the target language at least 90% of the time.

- Provide specific feedback for *informal classroom observations* using Appendix A-2. While there is no required number of times this form should be used, it is a useful tool for tracking performance, growth and any potential problems.
- When giving feedback, encourage reflection and self-analysis.
- Be open and honest about areas needing improvement, and provide assistance as feasible.
- Discuss any concerns or problems with the university supervisor.
- Introduce the teacher candidate to the full range of teachers' duties and resources (Appendix B).
- Complete Progress Reports biweekly (Appendix D) for the candidate and university supervisor.
- Provide the candidate with a recommendation for employment, if warranted.
- Complete the Profile of Evaluation (Appendix H) and reach consensus with the university supervisor on the grade(s).

### ***The University Supervisor***

The university supervisor serves as a link between the school and the university, providing support and guidance to both teacher candidate/intern and the Mentor Teacher. The university supervisor plays a critical role in facilitating communication and in providing feedback, assistance, and evaluation for teacher candidates/interns. During each placement:

- Be accessible to teacher candidates and school staff through regular visitations and by phone.
- Encourage open communication within the team and a collaborative approach to supporting the student.
- Provide guidance on policies and procedures for student teaching. Check to ensure that they are followed.
- Conduct *at least two formal observations* using Appendix A-1 (minimum one for each placement).
- Conduct *two formal observations* at midpoint and at endpoint using Appendix G (one for each placement).
- Provide pre- and post-conferences for the formal observations and make copies of the written reports for each teacher candidate.
- Promote reflective practice through interactive clinical supervision, reviewing teacher candidate's journals, encouraging self-analysis.
- Keep course facilitator informed of major problems or of changes in the student teaching placement.
- Facilitate the record keeping and documentation necessary for licensure and administration of the program.
- Sign Log of Hours (Appendix E-2) for each placement.
- Provide mid-term and final grades using Appendixes F and H.
- Provide the candidate with a recommendation for employment, if warranted.

## DOCUMENTATION

The Internship Manual contains all forms, which must be submitted at the end of the student teaching/internship experience (except for the forms required for compensation of the Mentor Teacher). These forms should be copied as needed. Folders containing the Internship Manual and other information for university supervisors and Mentor Teachers are distributed at the scheduled Teacher Candidate Orientation.

### *Documentation: Teacher Candidate*

- **Daily Lesson Plans:** The teacher candidate must provide daily lesson plans for review by the Mentor Teacher and for the university supervisor as requested. The format may be mutually determined, but should include the elements shown in Appendices C (1-3).
- **Daily Log of Hours:** Teacher candidates must keep a daily log of hours. The **log** (Appendix E-2) and summary (Appendix F) are kept in the binder and submitted to the university supervisor upon completion of each placement of the student teaching/internship.
- **Bi-weekly Progress Report:** Teacher candidates complete Part I of the Progress Report (Appendix D) once every two weeks, give it to the Mentor Teacher for completion of Parts 2 and 3, and submit it to the university supervisor.
- **Experience Checklist:** The teacher candidate should review the **Experience Checklist** (Appendix B) with each Mentor Teacher after the first few weeks of working together. Areas of interest should be addressed during the rest of the internship (for each placement).
- **Evaluations:** The candidate should complete evaluation reports for each Mentor Teacher (Appendix K-1) and the university supervisor (Appendix K-2). An evaluation of this manual should also be completed using Appendix L.
- **Other:** Teacher candidate should keep copies of the **Classroom Observation Reports** (Appendix A-1, A-2), **Summary Observation Reports** (Appendix G) and the **Profile for Evaluation of Teacher candidate** (Appendix H) in the binder.

### ***Documentation: Mentor Teachers***

- **Informal Observations:** The MT is encouraged to use the *Worksheet for Informal Classroom Observations* (Appendix A-2) for *informal* classroom observations. This form should be used throughout the internship as it is a valuable tool for completing the biweekly Progress Reports and the Profile for Evaluation.
- **Bi-weekly Progress Reports:** The MT completes parts 2 and 3 of the *Progress Report* (Appendix D) once every two weeks.
- **Experience Checklist:** The MT should fill this form out with the teacher candidate/intern after the first few weeks of working together. Areas of importance to the teacher candidate should be addressed in the remaining weeks.
- **Profile for Evaluation:** At the end of each placement, the MT (often with the university supervisor) completes the interim (MT at first placement) *or* final (MT at second placement) **Profile for Evaluation** (Appendix H) and reaches consensus with the university supervisor about the assignment of a grade.
- **Evaluations:** The MT should complete an evaluation report for the university supervisor (Appendix K-3). An evaluation of this manual should also be completed using Appendix L.
- **Other:** MT should verify log hours and assignment of final grade with the university supervisor (Appendix F).

### ***Documentation: University Supervisors***

- **Formal Observation Reports:** The university supervisor should conduct *at least 4 formal observations for traditional candidates and 2 formal observations for OTJ candidates* using the *Formal Observation Report* (Appendix A-1). Teacher candidates/interns should be observed approximately weekly after they begin to teach independently.
- **Summary Observation Reports:** University Supervisors conduct midpoint and endpoint observations using the *Summary Observation Report* (Appendix G). Observations should be of different classes or subject areas. University Supervisors should share the observation reports with the MT as well as the teacher candidate.
- **Profile for Evaluation:** The university supervisor (often with the MT) completes an interim and final *Profile for Evaluation of Teacher Candidate* (Appendix H) and reaches consensus on the grade with the Mentor Teacher. Signatures are necessary to verify such consensus and that the form has been reviewed by the student and the principal (or designee).
- **Log of Hours:** The US reviews and signs the *Log of Hours* (Appendix E-2) for each of the placements. This information is then used to complete the *Summary of Placement* form.
- **Summary of Placement:** Perhaps the most important piece of documentation, *the Summary of Placement* (Appendix F) should be filled out for each placement (2 for traditional teachers). The final grade (for each placement) should be reached in consensus with the Mentor Teacher.

**NOTE: The endpoint Summary of Placement should be CUMULATIVE. This means it should include ALL TOTALS from Log Sheets and a CUMULATIVE final grade.**

The university supervisor collects **all signed documentation**, leaving copies for the student. Then, the university supervisor submits all documentation to Office of Teacher Preparation in the student folder with the **Summary of Hours and Final Grade Form (Appendix F)**. This form contains information needed to process the student's application for licensure.

Students who are guest matriculates from other universities may require completion of different or additional documentation as described in materials provided to their university supervisors and Mentor Teachers.

Travel vouchers for university supervisors also are submitted to the Office of Teacher Preparation. Instructions and forms are provided at the beginning of each semester.

### **GRADING POLICY**

The Graduate School of Education has approved the following grading policy for EDCI 794.

1. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress) in accordance with GMU policy for internships and GSE policy for counseling and administrative internships.
2. The Mentor Teacher(s) and the university supervisor shall determine the interim and final grades jointly after consultation. If they cannot agree, the Director of CPO will determine the grade based on a review of the documentation and, in some cases, observation of the intern's performance.
3. A graduate intern who receives a No Credit grade or an undergraduate who receives a grade of D or F will not be recommended for teacher licensure unless he/she repeats all or part of the internship with satisfactory performance. (This may require enrolling and paying tuition for additional credit hours in a subsequent semester, or paying a fee for extended supervision.)
4. A teacher candidate whose performance cannot be evaluated at the end of the grading period will receive a grade of IP (In Progress). An IP grade shall be changed to Satisfactory or No Credit for graduate students or to A-F for undergraduates upon completion of requirements - usually before the beginning of the next semester.
5. In some cases, a grade of No Credit or D-F may be accompanied by a recommendation that the student not be allowed to repeat the internship or student teaching. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.

## OTHER STUDENT TEACHING/INTERNSHIP REGULATIONS

**Attendance.** Students maintain the same schedule as Mentor Teachers, with the contract day as the minimum but not the norm. They follow the school calendar, not the university calendar, until the end of the GMU semester.

**Absences.** Students follow school division policy regarding notification of absences for illness or other emergencies. The Mentor Teacher and principal must approve all other absences in advance. The university supervisor must be notified of all absences. Time missed in excess of three days usually must be made up in order to provide sufficient time for independent teaching or other experiences.

**Substituting.** Students are *no longer allowed* to be employed as paid substitute teachers.

**Professional and Legal Responsibilities.** Teacher candidates are expected to meet professional standards in every respect, including personal appearance and behavior. Other commitments are no excuse for failing to fulfill all duties and responsibilities of the internship. **Outside employment is strongly discouraged.**

Students are legally responsible for exercising “reasonable care” for students’ welfare and for complying with federal, state, and local policies and regulations. This is best accomplished through careful study of the school’s or school division’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 division and GMU policies regarding student records will be followed. A teacher candidate’s evaluations may be shared with the Mentor Teacher, university supervisor, and responsible administrators until the university supervisor submits the student’s cumulative folder to CPO. After that time, access will be in accordance with the Privacy Act. No materials will be released by CPO 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 student teaching. After that, the transcript and the Summary Form (Appendix F) will be the only available record. Therefore, **students should keep their own copies of evaluations, logs, summaries, and other records of student teaching/internship.**

**Recommendations.** Most prospective employers expect applicants to submit recommendations in some form from their Mentor Teacher(s) and university supervisor. It is reasonable to limit each teacher candidate to one narrative recommendation, but to complete checklists for more than one school division. If a negative recommendation is warranted, the candidate should be told. GMU Career Services no longer maintains credential files but can provide advice on self-management of essential documents.

## REGULATIONS FOR LICENSURE IN VIRGINIA

In 1998, the Virginia Board of Education approved revised regulations for licensure of school personnel. These new requirements for teacher licensure are stated in terms of competencies,

including content knowledge, for supporting students in achieving state standards for disciplinary learning by grade level and competencies in the use of technology as a tool for communication and learning.

The implementation of revised licensure regulations for Virginia school divisions became effective on July 1, 1998. After this effective date, local school division personnel interested in adding a teaching area will be required to complete the newly approved regulations. However, institutions of higher education with approved teacher preparation programs are required to implement the regulations for individuals entering their programs by the fall of 2000. Individuals currently enrolled in Virginia approved teacher preparation programs will complete the program (teaching areas) in effect prior to the implementation dates for new regulations.

At GMU, newly state-approved programs aligned with the revised licensure regulations will be implemented in 1999 and 2000. However, the current programs for which this Manual was written will produce teachers who are eligible for licensure and endorsements in current state-approved programs. The current state-approved programs at GMU incorporate the Virginia Standards of Learning and Standards for Technology.

## APPENDICES

Included in these appendices are forms which provide assistance in planning and monitoring the teacher candidates' experiences. These forms should be copied as needed.

The following forms must be submitted to the Office of Teacher Preparation, via the university supervisor, at the end of the student teaching/internship period.

- 1 Summary of Hours and Final Grade (Appendix F)
- 1 Log of Hours (Appendix E-2)
- 2 Profile for Evaluation of Teacher candidate's Performance (Appendix H) completed by university supervisor and Mentor Teacher for each placement
- 2 Formal Observation Reports (Appendix A-1) completed by university supervisor
- 2 Summary Observation Reports (Appendix G) completed by university supervisor
- 3-7 Biweekly Progress Reports (Appendix D) completed by teacher candidate and the Mentor Teacher

All of these forms will be retained for one year in the Office of Teacher Preparation.. The Summary Form (Appendix F) will be retained indefinitely as the official record.

Each program completer's GMU transcript will contain documentation of meeting state-approved teacher licensure program requirements, including hours of independent teaching at various grade levels, and the final grade.

## FORMAL CLASSROOM OBSERVATION (MT & US)

To be used for the 4 Formal Teaching Observations

*Teaching Foreign/World Languages in K-12 Settings*

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

Language(s) \_\_\_\_\_ Grade(s) (Language level) \_\_\_\_\_ Date \_\_\_\_\_

4=Excellent 1=Poor	Unacceptable Minimum Evidence (1)	Unacceptable Approaches Standard (2)	Acceptable Meets Standard (3)	Target Exceeds Standard (4)	Comments
<b>[1] Target Language Proficiency</b> Presents oral and written information to audiences of listeners or readers using language at a minimum level of "Advanced Low" (ACTFL/CAEP Standard 1)					
<b>[2] Cultures, Linguistics, Literatures, &amp; Concepts from Other Disciplines</b> Demonstrates target cultural understandings and compares cultures through perspectives, products, and practices of those cultures (ACTFL/CAEP Standard 2)					
<b>[3] Language Acquisition Theories &amp; Knowledge of Students &amp; their Needs</b> Demonstrates an understanding of language acquisition and creates a linguistically & culturally rich learning environment (ACTFL/CAEP Standard 3)					



<b>[4] Integration of Standards in Planning and Instruction</b> Demonstrates an understanding of the WRSLL and state standards and use them as the basis for instructional planning (ACTFL/CAEP Standard 4)					
<b>[5] Quality of Lesson Plan with Measurable and Observable Objectives</b> Uses the WRSLL and state standards as a starting point to design curriculum and unit/lesson plans. (ACTFL/CAEP Standard 4)					
<b>[6] Selecting and Designing of Instructional Materials: Use of Teacher-Developed Materials</b> Develops materials to make standards-based learning more effective					
<b>[7] Evidence of Preparation</b>					
<b>[8] Teacher-led learning/instruction vs student-directed learning</b> Provides balanced learning experience for students					
<b>[9] Technology</b> Models and facilitates effective use of current digital tools to deliver instruction and enhance lesson design, implementation and assessment (ACTFL/CAEP Standard 4)					
<b>[10] Assessment: Designs and uses authentic performance assessments</b> Designs and uses ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students (ACTFL/CAEP Standard 5)					
<b>[11] Flexibility in Response to Students</b> Motivates and support students' learning					

by differentiating learning process					
<b>[12] Efficient Use of Time</b> Manages time, space, and materials to keep students productively involved in learning					
<b>[13] Class rapport, Creativity, Warmth, Enthusiasm</b> Demonstrates respect, courtesy and caring in relationships with students					
<b>[14] Using the framework/elements of SEL in the management and support of students</b>					
<b>[15] Classroom Management and Behavior</b> 1. Keeps records of students' progress and problems; evidence shown/provided. 2. Motivates student learning through interesting and challenging activities. 3. Creates an orderly and supportive environment by establishing routines. 4. Demonstrates ability to manage two or more classroom activities simultaneously, with evidence of attention to each. 5. Guides student behavior and moral development through an emphasis on personal responsibility for the common good. 6. Manages behavior in a firm and fair manner. 7. Establishes and maintains an open line of communication with students.					
<b>TOTAL</b>				<b>/ 60</b>	<b>(15X4=60)</b>

**Comments:** \_\_\_\_\_

**Recommendations:** \_\_\_\_\_

\_\_\_\_\_

**SIGNATURES:**

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

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

**WORKSHEET FOR INFORMAL CLASSROOM OBSERVATIONS  
(MENTOR TEACHER)**

**To be used for ALL informal teaching observations (use as data collection with Appendix D)**

Subject/Grade (Language level) \_\_\_\_\_

Date\_\_\_\_\_

Teacher Candidate’s Name\_\_\_\_\_

Lesson’s Objective Learning targets/goals LP components	Strategies and Techniques Observed Instructional and management	Questions/Insights Reflections

From: *Handbook for the Mentor Teacher*, Fairfax County Public Schools, 1989.

## EXPERIENCE CHECKLIST

Use as appropriate to record activities and as a reminder to broaden the student's experiences.

### Activities:

Reading Specialist

- ☐ Bulletin Board (Classroom displays)
- ☐ Use of Library
- ☐ Field Trip
- ☐ Fire Drill (Safety Drills)
- ☐ 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):

- ☐ Reading
- ☐ Writing
- ☐ Spelling
- ☐ Oral Language
- ☐ Handwriting
- ☐ Mathematics
- ☐ Science
- ☐ Other \_\_\_\_\_
- ☐ Other \_\_\_\_\_

### Equipment:

- ☐ Computer/Printer
- ☐ DVD/VCR/CD/Tape recorder
- ☐ Copier
- ☐ Document Camera
- ☐ Smartboard
- ☐ Opaque Projector
- ☐ Manipulatives
- ☐ Listening Station
- ☐ Other \_\_\_\_\_
- ☐ Other \_\_\_\_\_

### Observations (Elementary = E/ Secondary = S level):

- ☐ LD Resource
- ☐ ESOL
- ☐ AAP (Gifted/Talented)

\_\_\_\_\_

504/IEP	_____	ygground	_____
Meeting	_____	Cafeteria	_____
Speech	_____	Bus	_____
Clinician	_____	Hall	_____
School	_____	Other	_____
Counselor	_____	Other	_____
_____	_____		_____
School Psychologist/Social	_____		_____
worker Special Education	_____		_____
Case Manager Extra or Co-	_____		_____
Curricular Activities	_____		_____
Other _____	_____	Other	_____
<b>Records:</b>	_____		_____
<b>Grade/attendance system</b>	_____		_____
Cumulative	_____		_____
Folders Work	_____		_____
Samples	_____		_____
Anecdotal	_____		_____
Records	_____		_____
Narratives/Progress reports	_____		_____
Attendance	_____		_____
Records	_____		_____
Grade	_____		_____
Book	_____		_____
Report	_____		_____
Cards	_____		_____
Accident	_____		_____
Report	_____		_____
Emergency Cards	_____		_____
Referral Forms (counseling, discipline, Child Study/Local Screening)	_____		_____
Other _____	_____		_____
<b>Test Administration or Interpretation:</b>	_____		_____
Teacher-made	_____		_____
PALS	_____		_____
/WIDA	_____		_____
Standardized (Stanford 9	_____		_____
/COGAT) Degrees of Reading	_____		_____
Power (DRP)/DRA Virginia	_____		_____
Standards of Learning (SOL)	_____		_____
Readiness test/inventory	_____		_____
VGLA (Virginia Grade Level	_____		_____
Alternative) Other _____	_____	Other	_____
<b>Duties:</b>	_____		_____
Pla	_____		_____

## LESSON PLAN ELEMENTS

(Suggested for Secondary)

### Objectives are

- \_\_\_\_\_ related to long term goals
- \_\_\_\_\_ specific and measurable (or observable)
- \_\_\_\_\_ have defined learning targets
- \_\_\_\_\_ 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
- \_\_\_\_\_ scaffolding and supports are evident

### Procedures include

- \_\_\_\_\_ clear statement of purpose and expectations, provided consistently
- \_\_\_\_\_ 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

### Evaluation includes

- \_\_\_\_\_ checking for understanding during the lesson
- \_\_\_\_\_ strategies for assessment of longer term learning
- \_\_\_\_\_ assessment of how and why the lesson succeeded or failed
- \_\_\_\_\_ Interventions to be implemented
- \_\_\_\_\_ Documentation of formative assessment

### The lesson plan need not be a narrative, but should be sufficiently detailed to

- \_\_\_\_\_ cause the teacher to think the lesson through
- \_\_\_\_\_ enable the teacher to reorient or redirect during the lesson
- \_\_\_\_\_ allow a substitute to teach the lesson with a minimum of preparation

**SECONDARY LEVEL: LESSON / UNIT PLAN TEMPLATE  
FOREIGN/WORLD LANGUAGES**

Candidate \_\_\_\_\_ School \_\_\_\_\_  
Grade(s) \_\_\_\_\_ Language(s) \_\_\_\_\_ Level(s) \_\_\_\_\_  
Date \_\_\_\_\_ Number of Students \_\_\_\_\_ Time/Period \_\_\_\_\_

THEME / TOPIC OF LESSON / UNIT: \_\_\_\_\_

**PLANNING PHASE**

**Performance-based Objectives**—As a result of this lesson/unit, students will be able to:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Alignment with Standards:**

National: \_\_\_\_\_

State: \_\_\_\_\_

Local: \_\_\_\_\_

**Assessment of Learning:**

Pre-teaching Assessment: \_\_\_\_\_

On-going/Formative Assessment: \_\_\_\_\_

Post-Lesson Assessment: \_\_\_\_\_

**Materials Needed:**

---



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**TEACHING PHASE**

**Lesson Outline**

**Theme or Topic:** \_\_\_\_\_

Warm up Activity: \_\_\_\_\_

Vocabulary: \_\_\_\_\_

Verb(s): \_\_\_\_\_

Grammatical structure(s): \_\_\_\_\_

Cultural perspectives: \_\_\_\_\_

**Daily Lesson Plan**

**Activity 1**

Transition \_\_\_\_\_

**Activity 2**

Transition \_\_\_\_\_

**Activity 3**

Transition \_\_\_\_\_



## **Presentation and Practice**

### ***Three Modes Employed:***

Interpersonal Activities:

Presentational Activities:

Interpretive Activities:

### **Methods/Approaches/Strategies Used:**

---



---



---

### **CLOSURE:**

Review of this lesson:

Preview for next lesson:

### **Expansion / Extension for learners**

This lesson could be expanded (in content) by:

This lesson could be extended (in scope) by:

### **Other Activities or Lesson Details**

Accommodations made for varied learning needs:

Assessment:

Technology:

Homework:

Follow-up:

## Lesson Plan Template for K-5 FLES Foreign / World Language Instruction in the Elementary School

<b>Candidate:</b>	<b>School:</b>	
<b>Grade(s):</b>	<b>Language:</b>	<b>Level: FLES</b>
<b>Date:</b>	<b>Number of Students:</b>	<b>Time:</b>

### PLANNING PHASE

1. **Thematic Unit:**
2. **Today's Topic(s):**
3. **Link to Previous Lesson:**
4. **Performance/Task-based Objectives:** As a result of this lesson, students will be able to:
  - a.
  - b.
  - c.
5. **Standards: 5Cs**

### TEACHING PHASE

1. **Preparation:**
  - a. Materials Needed:
  - b. Technology:
  - c. Vocabulary:
  - d. Cultural Products, Practices, and Perspectives:
  - e. Communicative Modes:
    - Interpretive Activities:
    - Interpersonal Activities:
    - Presentational Activities:
2. **Practice:**
  - a. Warm-up Activity:
    - Transition
  - b. Activity 1
    - Transition
  - c. Activity 2
    - Transition
  - e. Closure Activity:
3. **Evaluation:**
  - a. Formative and Summative Assessments for lesson and unit:

### REFLECTION PHASE:

1. Were the learning objectives met? If not, why?
2. How did your activities appeal to the multiple intelligences?
3. What worked well?
4. What did not work well?

What will you do differently the next time you teach this lesson?

**PROGRESS REPORT**  
**FOREIGN/WORLD LANGUAGE**  
(To be completed biweekly)

Teacher Candidate: \_\_\_\_\_ Period \_\_\_\_\_ to \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_

**The Teacher Candidate completes #1; the Mentor Teacher completes #2 and #3; a copy is provided for the University Supervisor.**

1. Briefly describe your planning and teaching activities for this period, with emphasis on major successes and difficulties.
2. Briefly describe strengths of the Teacher Candidate's performance for this period and areas needing improvement.
3. What recommendations or instructions do you have for the next two weeks?

---

Mentor Teacher's Signature
Date

---

Teacher Candidate's Signature
Date

## INSTRUCTIONS FOR LOG OF HOURS

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

The GMU state-approved program requires more than the state's minimum requirements. However, in unusual circumstances, the Office of teacher Preparation Student and Faculty Services may approve termination of student teaching/internship after a student meets minimum requirements.

Candidates are encouraged to record times daily, which will improve accuracy. A separate log should be kept for Mentor Teachers and verified by them before being submitted to the university supervisor.

**Co-teaching** includes *shared* responsibility for planning, instruction, assessment, and supervision.

Co-teaching may involve team teaching an entire class, or working with individuals or small groups.

**Independent teaching** includes *full* responsibility for supervising and teaching an entire class according to plans developed by the teacher candidate/intern and approved by the Mentor Teacher.

**Other activities** include collaborative planning (CLT), observation, administrative meetings, parent conferences, staff development, bus duty, etc.

**Hours of school-based activity** are the total of the first three columns, reflecting the time spent at the school each day.

Use the **Comment** 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 last visit, the teacher candidate submits the Summary of Hours (Appendix F) to the university supervisor, which may require estimating for the final days.

## LOG OF HOURS – FOREIGN/WORLD LANGUAGE

**(Before filling in this form, make sufficient copies for the student teaching/internship period)**

Teacher candidate: \_\_\_\_\_ Log Sheet #: \_\_\_\_\_

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

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

Date	Hours of Co-Teaching	Hours of Independent Teaching	Hours of Other Activities	Hours of School-Based Activities	Comment(s)
<b>Total Hours:</b>					

### SUMMARY OF PLACEMENT, SUPERVISORS, HOURS, AND FINAL GRADE

Teacher candidate: \_\_\_\_\_ ☐ Spring ☐ Fall Yr\_

License: \_\_\_\_\_ Endorsement: \_\_\_\_\_

Site (1) \_\_\_\_\_

School Division: \_\_\_\_\_

Site (2) \_\_\_\_\_

☐ Mentor Teacher \_\_\_\_ Language(s) \_\_\_\_\_

Taught by Teacher candidate

☐ Mentor Teacher or  
Grade(s) \_\_\_\_\_

Taught by Teacher candidate

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

☐ Regular Faculty

☐ Adjunct Faculty

☐ Graduate Assistant

### Totals from Log Sheets

Summary of Hours Spent in:

Co-Teaching:

Independent Teaching:

Other Activities:

School-Based Activities:

Page #1	Page #2	Page #3	Page #4	Page #5	Page #6	Grand Total

Final Grade \_\_\_\_\_

George Mason University  
Clinical Practice Office

Appendix G

**SUMMARY OBSERVATION REPORT – FOREIGN/WORLD LANGUAGE**  
To be used at the mid-point and end-point of internship (alongside doc Appendix A-2 or as a stand-alone?)

**(UNIVERSITY SUPERVISOR) SHOULD A US SIGNATURE LINE BE ON HERE?**

Date \_\_\_\_\_

Teacher candidate: \_\_\_\_\_ School: \_\_\_\_\_

Observer: \_\_\_\_\_ ☐ Mentor Teacher or ☐ University Supervisor

Activities/lesson Observed: \_\_\_\_\_ Grade/Subject(s): \_\_\_\_\_

**PREPARATION/PLANNING:**

**INSTRUCTIONAL METHODS/ASSESSMENT:**

**CLASSROOM MANAGEMENT/CLIMATE:**

**PERSONAL/PROFESSIONAL DEVELOPMENT:**

**RECOMMENDATIONS and reflections:**

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

\_\_\_\_\_  
Teacher candidate's Signature Date

### PROFILE FOR EVALUATION OF CANDIDATE

Candidate: \_\_\_\_\_ School: \_\_\_\_\_ Subject(s)/Level(s): \_\_\_\_\_  
 Evaluator: \_\_\_\_\_ ☐ Univ. Sup. ☐ Mentor Tchr. or ☐ Intern ☐ Spring ☐ Fall ☒ Y  
 Elementary Placement Grade: \_\_\_\_\_ OR Secondary Placement Grade: \_\_\_\_\_

Use this list of standards and rating scale for self-assessment and assessment of the student's performance by the clinical faculty/mentor teacher and university supervisor at the beginning and end of independent teaching. Write the number of the appropriate rating in the space provided. The intern should demonstrate growth throughout the experience. At the interim evaluation, performance should be assessed according to expectations for a candidate and for the final evaluation, according to expectations for a beginning teacher.

#### Analytic Scoring Rubric for Teaching Internship Evaluation

ACTFL/CAEP Standard	Unacceptable (Minimum Evidence) (1)	Unacceptable (Approaches Standard) (2)	Acceptable (Meets Standard) (3)	Target (Exceeds Standard) (4)	Points
<b>Standard 1: Language proficiency: Interpersonal, Interpretive, and Presentational</b> 1.c. Presents oral and written information to audiences of listeners or readers using language at a minimum level of "Advanced Low"	ACTFL OPI & WPT scores at Intermediate High or lower	ACTFL OPI & WPT scores at Intermediate High	ACTFL OPI & WPT scores at Advanced Low	ACTFL OPI & WPT scores above Advanced Low	____/ 4
<b>Standard 2: Cultures, Linguistics, Literatures, and Concepts from other Disciplines</b> 2.a. Demonstrates target cultural understandings and compare cultures through perspectives, products, and practices of those cultures	does not make connections among the cultural perspectives and products in lesson planning and instructional practices.	makes vague connections among the cultural perspectives and products in lesson planning and instructional practices.	makes some connections among the cultural perspectives and products in lesson planning and instructional practices.	makes clear and strong connections among the cultural perspectives and products in lesson planning and instructional practices. Lessons provide language learners with opportunities to critically analyze cultural differences, challenge preconceived notions and cultural stereotypes, and to gain global perspectives.	____/ 4



<b>Standard 3: Language acquisition theories and knowledge of students and their needs</b> <b>3.a. Demonstrates an understanding of language acquisition and creates linguistically and culturally rich learning environments</b>	<p>does not exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. Does not illustrate an ability to connect theory to practice. Does not demonstrate a connection between student learning and the use of instructional strategies.</p>	<p>does not exhibit sufficient awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. Does not illustrate strong ability to connect theory to practice. Does not demonstrate a connection between student learning and the use of instructional strategies.</p>	<p>exhibits an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. Draws knowledge of theories in designing teaching strategies that facilitate language acquisition</p>	<p>exhibits ease and flexibility in applying language acquisition theories to instructional practice. Uses a wide variety of strategies to meet the linguistic needs of K-12 students at various developmental levels. Exhibits originality in the planning, creation, and implementation of instructional strategies that reflect language acquisition theories.</p>	<p>____/ 4</p>
<b>Standard 4: Integration of Standards in Planning and Instruction, and Use of Instructional Resources</b> <b>4.a. Demonstrates an understanding of the WRSLL and state standards and use them as the basis for instructional planning</b> <b>4.c. Uses the WRSLL and the state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication</b>	<p>does not create a learning scenario with evidence of incorporating SFL and state standards in designing daily and unit plans. Does not provide evidence of reflection, assessment, or accommodations for diverse learners.</p>	<p>creates at least one learning scenario with one or two of the goal areas, SFL, and state standards in designing daily and unit plans. Incorporates assessment but does not include accommodations or reflection for diverse learners.</p>	<p>creates some learning scenarios with the goal areas, SFL, and state standards in designing daily and unit plans. Incorporates assessment and accommodations for diverse learners, includes limited reflection.</p>	<p>creates several learning scenarios with the goal areas, SFL, and state standards in designing daily and unit plans. Incorporates reflection, assessment, and accommodations for diverse learners.</p>	<p>____/ 4</p>
<b>Standard 5: Assessment of Languages and Cultures – Impact on Student Learning</b> <b>Knowledge of assessment models and how to use them appropriately</b> <b>5.a. Designs and uses ongoing</b>	<p>does not design learner-centered activities around adapting materials and resources that are standards-based and age appropriate. Does not select or adapt materials that are “real world” and relevant to make standards-based learning engaging. Does not use a range of standards-based materials, resources, and technology applications. Does not select, adapt, and use them in language and content teaching.</p>	<p>designs 1 -2 learner-centered activities around adapting materials and resources that are standards-based and seldom age appropriate. Accesses few sources of authentic materials. Selects and adapts few materials that are “real world” and relevant to make standards-based learning engaging. Uses few standards-based materials, resources, and technology applications. Selects, adapts, and uses a few of them in language and content teaching.</p>	<p>designs some learner-centered activities around adapting materials and resources that are standards-based and sometimes age appropriate. Accesses some sources of authentic materials. Selects and adapts some materials that are “real world” and relevant to make standards-based learning engaging. Uses a range of standards-based materials, resources, and technology applications. Selects, adapts, and uses some of them in effective language and content teaching.</p>	<p>designs numerous learner-centered activities around adapting materials and resources that are standards-based and age appropriate. Accesses multiple sources of authentic materials. Selects and adapts materials that are “real world” and relevant to make standards-based learning engaging. Use a wide range of standards-based materials, resources, and technology applications. Selects, adapts, and uses them in effective language and content teaching.</p>	<p>____/ 4</p>
<b>Standard 5: Assessment of Languages and Cultures – Impact on Student Learning</b> <b>Knowledge of assessment models and how to use them appropriately</b> <b>5.a. Designs and uses ongoing</b>	<p>does not describe an integrated system of formative and summative assessments that measure development of target language proficiency. Does not include any -designed assessments. Does not include a plan for adapting assessments for students with</p>	<p>attempts to describe an integrated system of formative or summative assessments that measure development of target language proficiency. Includes at least 1 -designed assessment. Includes ideas for adapting assessments for students with</p>	<p>describes an integrated system of formative and summative assessments that measure development of target language proficiency. Includes at least 3 -designed assessments. Includes a</p>	<p>describes a comprehensive integrated system of formative and summative assessments that measure development of target language proficiency. Includes several -designed assessments. Includes a plan and samples of adapting assessments for</p>	<p>____/ 4</p>

<p>authentic performance assessments using a variety of assessment models for all learners, including diverse students</p> <p><b>Standard 6: Professional development, advocacy, and ethics</b></p> <p><b>6.a. Engages in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.</b></p>	<p>special needs. Does not provide any samples of integrated performance assessments or scoring rubrics.</p>	<p>special needs. Provides samples of integrated performance assessments but without scoring rubrics.</p>	<p>plan for adapting assessments for students with special needs. Provides samples of integrated performance assessments and scoring rubrics.</p>	<p>students with special needs. Provides samples and analyses of integrated performance assessments and scoring rubrics. Shows how assessment results were used to improve future instruction.</p>	<p>____ / 4</p>
	<p>does not participate in a learning community or plan for continued professional growth. Does not use print (journals) or technology resources. Plans for continued professional growth. Has not considered developing a plan.</p>	<p>does not participate in a learning community but plans for continued professional growth. Uses one print (journal) and technology resources. Plans for continued professional growth. Is considering developing a plan to then share with other teachers for feedback.</p>	<p>sometimes participates in a learning community and plans for continued professional growth. Uses some print (journals) and technology resources. Plans for continued professional growth. Develops a plan. Shares plan with teachers, mentors, and other teachers for feedback.</p>	<p>regularly participates in a learning community and plans for continued long-range professional growth. Uses numerous print (journals) and technology resources. Plans for continued professional growth. Develops a comprehensive plan. Shares plan with teachers, mentors, and other teachers for feedback. Engages in meaningful collaboration and self-regulation as a result of membership in various professional learning communities.</p>	
<b>Total</b>					____ / 28

### CLASSROOM MANAGEMENT AND STUDENT BEHAVIOR

#### Performance Rating Scale

4 = Excellent (Frequent) 3 = Competent (Consistent) 2 = Minimal 1 = Unsatisfactory N/O = Not observed

	<u>Rating</u>
1. Keeps records of students' progress and problems; evidence shown/provided.	_____
2. Motivates student learning through interesting and challenging activities.	_____
3. Creates an orderly and supportive environment by establishing routines.	_____
4. Demonstrates courtesy and caring in relationships with students.	_____



Respondent:

1. Which sections of this manual were most helpful?
2. Were any sections of the manual confusing? Please be specific.
3. What changes would make the manual more useful?
4. Please evaluate Appendix H, the revised form for evaluation of performance.

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## Internship Evaluation Rubric

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

This instrument draws on in-service teaching standards, the Interstate Teacher Assessment and Support Consortium (InTASC) 2013 Standards. Embedded within the Council for the Accreditation of Educator Preparation (CAEP) 2022 Standards, the InTASC Standards guide Virginia pre-service teacher education programs, as the Commonwealth of Virginia requires all educator preparation programs to be accredited by CAEP. Rubric rows have been developed to assess each InTASC Standard. This assessment also aligns with the expectations of practicing teachers in Virginia, the Virginia Board of Education Uniform Performance (VUPS) 2021 Standards for Teachers.

### Standards Assessed

[Interstate Teacher Assessment and Support Consortium \(InTASC\) 2013 Standards:](#)

- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

[Council for the Accreditation of Educator Preparation \(CAEP\) 2022 Standards:](#)

- R1.1 The Learner and Learning, R1.2 Content; R1.3 Instructional Practice, R1.4 Professional Responsibility

[Virginia Board of Education Uniform Performance \(VUPS\) 2021 Standards for Teachers:](#)

- 1, 2, 3, 4, 5, 6, 7

[Virginia Standards of Learning](#) and the [Virginia Essentialized 2022 Standards of Learning:](#)

- Content-Specific Tests

### GENERAL SCORING GUIDELINES

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

## Construct 1: Learner and Learning

**InTASC 1 – Learner Development (Aligned with CAEP R.1.1; VUPS 1)**

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

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

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

**Questions for Reflection (Elementary Education):**

1. Does the Candidate's planning demonstrate an understanding of typical development—social, physical, cognitive, emotional?
2. What has the Candidate done to find out the students' prior knowledge, understandings, and skills?
3. Did the Candidate "know the audience" and develop instruction based on this knowledge?

**InTASC 2 – Learner Differences (Aligned with CAEP R1.1; VUPS 3)**

The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards. **Key Proficiencies:** *Learner background, classroom culture*

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

### Questions for Reflection:

1. Has the Candidate developed an understanding of the students' previous experiences, interests, and cultural background?
2. Has an attempt been made to link content to other subject areas, including real life and relevant examples?
3. Has the Candidate gathered cultural and linguistic information about his/her students using a variety of methods?

### InTASC 3 – Learning Environment (Aligned with CAEP R1.1; VUPS 5)

The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation. *Key Proficiencies: Learner rapport; pacing/transitions; classroom management*

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

#### Questions for Reflection:

1. Does the Candidate develop a psychological environment that respects each student’s individuality and culture?
2. Does Candidate create a climate for learning that is positive and supportive?
3. Does the Candidate create a safe physical and psychological environment within the context of the cooperating teacher’s classroom?
4. In what ways does the Candidate help the students feel equally valued in the classroom? Does the Candidate create an environment where students treat each other fairly and respectfully?
5. Is there evidence of established routines and procedures that help the Candidate maximize the time available for instruction (i.e., is the majority of time devoted to learning activities opposed to managerial or behavior interruptions)?
6. If a non-instruction interruption occurs, does the Candidate resume instruction efficiently and quickly?
7. Do all students appear to be on task and engaging in meaningful instructional activities?



### Construct 2: Content

#### InTASC 4 – Content Knowledge (Aligned with CAEP R1.2; VUPS 1; SOL and VESOL)

The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery. **Key Proficiencies: Content representation; content clarify; instructional strategies for content**

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

#### Questions for Reflection

1. Does the Candidate have a thorough understanding of the content?
2. Does the Candidate have a thorough understanding of the skills associated with the content?
3. Does the Candidate relate content to students' background knowledge and experiences?

### InTASC 5 -- Innovative Applications of Content Knowledge (Aligned with CAEP R1.2; VUPS 3)

The candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. **Key Proficiencies: Problem solving; real-work application; cross-curricular connections**

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

#### Questions for Reflection:

1. Has the Candidate considered whether technology will enhance learning and/or make them more effective or efficient in teaching? 2. If using technology is appropriate, has the Candidate identified the most effective technology to use?
2. Has the Candidate encouraged collaboration among students?

### Construct 3: Instructional Practices

#### InTASC 6 – Assessment (Aligned with CAEP R1.3; VUPS 4)

The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making. **Key Proficiencies: Varied assessments; data analysis; feedback**

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

#### Questions for Reflection:

- 1) Does the Candidate select the most appropriate form of assessment?
- 2) Are the questions, activities, and assessments aligned to the lesson content?
- 3) Is the plan for assessment sufficiently systematic to provide the teacher with useful information about the extent to which learning outcomes have been met?
- 4) Is the assessment appropriate for all students in the class?
- 5) How does the Candidate monitor student understanding and make adjustments during the lesson?

### InTASC 7 -- Planning for Instruction (Aligned with CAEP R1.3; VUPS 2)

The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **Key Proficiencies: Lesson objectives; building on prior knowledge**

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

#### Questions for Reflection:

- 1) Does the Candidate clear measurable objective(s)
- 2) Does the Candidate set a purpose and rationale for lessons?
- 3) Is there evidence that the Candidate differentiates instruction based on student instructional needs (e.g., homogeneous small groups, individualized instruction, etc.)?
- 4) In planning, has the candidate identified points where modifications can be made to adjust pacing and transitions?
- 5) Are the questions, activities, and assessments aligned to the lesson content?

### InTASC 8 -- Instructional Strategies (Aligned with CAEP R1.3; VUPS 3)

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. **Key Proficiencies: Varied instructional strategies and technologies; differentiation**

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

#### Questions for Reflection:

1. Is there evidence that the Candidate has incorporated examples and instructional materials that reflect the background and experiences of individual students?
2. Does the Candidate integrate flexible groupings of students according to learning needs and provide appropriately leveled activities (e.g., books at their instructional level) per group?
3. Does the Candidate use available technology when appropriate to enhance (a) lesson delivery and (b) student learning?
2. Does the Candidate give students opportunities to use technology to enhance their learning?
4. Does the Candidate provide students with tools, help, and guidance to effectively use technology?
5. Does the Candidate create opportunities for meaningful discussions during which students are predominantly speaking?

**Construct 4: Professional Responsibility**  
**InTASC 9 – Professional (Aligned with CAEP R1.4; VUPS 6)**

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

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

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

**Questions for Reflection (Elementary Education):**

1. Does the student teacher identify his or her strengths and adjust or modify subsequent teaching techniques as a result of reflection and feedback?
2. Does the student teacher show initiative in seeking professional resources and incorporate what they learn?
3. Does the student teacher go beyond information in the classroom to continue to grow professionally?
4. Does the student teacher exhibit professional behaviors (attendance, dress, meets deadlines, confidentiality) that actively enhance his or her ability to fulfill other professional responsibilities?
5. Does the student teacher continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community?

### InTASC 10 Leadership and Collaboration (Aligned with CAEP R1.4; VUPS 7)

The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.

**Key Proficiencies: Collaboration; leadership**

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

#### Questions for Reflection:

1. Does the candidate seek opportunities to build relationships with families, communities, colleagues, and other professionals?
2. Does the candidate consult with educational specialists, parents, and community resources to learn how to work with specific students?
3. Does the candidate use culturally responsive resources to strengthen relationships and learning experiences?

\*Some content adapted from the STAR Evaluation developed by Emporia State.

## ASSESSMENT OF DISPOSITIONS

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

Course/Section: EDCI 794 – 001 – FL Tchg Internship  
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 Office of Teacher Preparation [website](#) at 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 Office of Teacher Preparation [website](#) 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:**

<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>	<b>Consistently Evident</b> <b>4</b>	<b>Often Evident</b> <b>3</b>	<b>Occasionally Evident</b> <b>2</b>	<b>Rarely Evident</b> <b>1</b>	<b>Not Ae</b> <input type="checkbox"/>
<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>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<input type="checkbox"/>
<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>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<input type="checkbox"/>
<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>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<input type="checkbox"/>
<b>5. Professionalism</b> <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>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<input type="checkbox"/>

<i>Uses technology &amp; social media appropriately</i>					
<b>6. Legal and Ethical Conduct</b> <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>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<input type="checkbox"/>

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:

**College of Education and Human Development Core Values****Collaboration****Ethical Leadership****Innovation****Research-Based Practice****Social Justice**