

George Mason University
College of Education and Human Development
Division of Special Education and disAbility Research

Special Education
Internship Handbook
EDSE 783



2021-22

A comprehensive guide for Teacher Candidates, University Supervisors, and Mentor Teachers

Students with Disabilities who Access the General Curriculum

Table of Contents

Clinical Internship Experience: Students with Disabilities who Access the General Curriculum Program.....	3
Purpose of the Clinical Internship	3
Licensure Requirements Related to the Clinical Internship	3
Types of Clinical Internships.....	4
On-the-job (OTJ) Clinical Internships: Including cohorts and other on-the-job situations	4
Traditional Clinical Internships: Clinical Internships requiring placement by George Mason University	5
General Clinical Internship Information	7
Attendance	7
Personal Appearance and Professional Conduct	7
Holidays and Vacations	7
Teacher Candidates and Substitute Teachers.....	7
Important Considerations	8
Duration of the Clinical Internship	8
Grades	8
Problem Solving Process	10
Special Assistance for Teacher Candidates	11
On-the-Job Clinical Internship Teacher Candidates.....	12
Responsibilities	13
Traditional Clinical Internship Teacher Candidates.....	15
Responsibilities	16
University Supervisors.....	18
Role of University Supervisor.....	19
Unsatisfactory Progress.....	19
Logistics	19
Responsibilities	20
Mentor Teachers.....	23
Role of Mentor Teacher	24
Trajectory for Traditional Teacher Candidates	24
Logistics	24
Instructions for Mentor Teacher Stipend	24
Responsibilities	25
Special Education Clinical Internship Forms.....	26
Instructions for Log of Hours.....	27
Internship Summary and Final Grade	29
Observation Summary Report.....	30
Weekly Reflection.....	33
Special Education Clinical Internship Assessments.....	37
Internship Rubric.....	38
Teacher Candidate Dispositions Rating	50
Supplemental Materials	53
University Supervisors Tech Tips.....	54
The Active Teaching Model: Lesson Plan Format A	56
The Active Teaching Model: Lesson Plan Format B.....	57

Clinical Internship Experience: Students with Disabilities who Access the General Curriculum Program

The College of Education and Human Development's clinical internship program aligns with our core values: Collaboration, Ethical Leadership, Innovation, Research-Based Practice, and Social Justice. It is our goal to prepare Teacher Candidates to become reflective practitioners and effective professionals who use research-based practices and integrate technology into their teaching practices. The clinical internship is the culminating experience in our state-approved graduate teacher licensure programs. It provides opportunities for extended teaching practice under the guidance of experienced professionals from the school and university. It is an integral part of a Teacher Candidate's coursework and provides the most significant opportunity to apply new knowledge, skills and dispositions in a classroom setting.

This manual addresses the roles and responsibilities of University Supervisors, Mentor Teachers and Teacher Candidates. It also includes forms, assessments, and supplemental materials.

Purpose of the Clinical Internship

The clinical internship in special education provides the opportunity for the Teacher Candidate to apply what he/she has learned in coursework and field experiences. It is expected that Candidates will integrate, apply, and refine those competencies that will help them evolve into an independent special educator who can effectively serve students with disabilities in a variety of settings.

Candidates are expected to demonstrate competencies in the following areas: human relations, organization and preparation for instruction, assessment, self-monitoring, communication skills, classroom management, content knowledge, and instruction for individuals and groups. Details are found in the Internship Rubric, which is closely aligned with the Council for Exceptional Children (CEC) standards and InTASC standards. Be aware that expected competencies vary according to (a) specific area of study, (b) licensure requirements, and (c) individual professional goals. The clinical internship should be viewed as the final opportunity for Teacher Candidates to receive supportive feedback and guidance from program faculty before they either begin new positions or continue in their current positions as fully licensed special educators.

One of the chief objectives of the clinical internship is to help Candidates become their own best critics and to teach a method of self-monitoring which will endure beyond the clinical internship experience. For this reason, evaluation should be looked upon as a helping process so that the Candidate will develop and maintain a reflective attitude as a teacher of children and youth with disabilities. By the same token, internship feedback is vital to the process of ongoing program evaluation and the development of excellence. Candidates should expect to be a critical part of the evaluation process.

Licensure Requirements Related to the Clinical Internship

In order to meet the regulations of the Virginia Department of Education, the Special Education-General Curriculum graduate program requires:

1. Two, successful university-supervised clinical internship experiences, one at the elementary level and the other at the secondary level in a middle or high school. Each experience is 3 credit hours for a total of 6 credit hours of clinical internship. The number of weeks on site may vary but all requirements of the clinical internship must be completed successfully.

2. The clinical internship experiences must be with students in the area of disability for which Teacher Candidates are seeking endorsement. For example, to achieve licensure to work with *Students with Disabilities Accessing the General Curriculum*, Teacher Candidates must work with students with mild/moderate disabilities who receive special education services through individualized education programs (IEPs), pursuing a standard or advanced studies diploma and participating in the standard assessment program (i.e., access the general curriculum through VA Standards of Learning [SOLs] and participate in SOL assessments).
3. Teacher Candidates must complete a minimum of 300 hours of clinical internship across six credits; 150 hours of indirect teaching (e.g., planning, meeting, various administrative duties) and 150 hours of direct teaching.

Types of Clinical Internships

There are two types of clinical internships: (a) On-the-job (OTJ) internships and (b) Traditional internships.

On-the-job (OTJ) Clinical Internships: Including cohorts and other on-the-job situations

Candidates with provisional licenses who are teaching full time in schools may fulfill their clinical internship requirements at their job sites if they have support from their school and are working in a setting with students in the area of disability for which they are seeking endorsement. For the *Students with Disabilities Accessing the General Curriculum* program, the OTJ internship must be completed in K-12 special education settings: (a) that include students with disabilities who access the general curriculum (as defined in the Licensure Requirements section above), (b) in which the Teacher Candidate directly teaches students with disabilities who access the general curriculum in at least one core academic area of the general curriculum for at least 50% of their instructional responsibilities, and (c) allow the Teacher Candidate opportunities to accrue the required internship hours and complete the internship requirements outlined in this Handbook with students with disabilities who access the general curriculum. The OTJ internship placement must be approved by program faculty/advisors upon application to internship. The clinical internship is monitored on-site by a Mentor Teacher appointed by the school's principal and by a University Supervisor from George Mason. Teacher Candidates must contact their school's principal to arrange this clinical internship and Mentor Teacher appointment. The University Supervisor will be assigned by George Mason. Teacher Candidates teaching in the Mason LIFE program may not apply for an OTJ clinical internship in Special Education-General Curriculum.

Important reminders for OTJ internships:

- Although an OTJ placement may be approved for internship, the Teacher Candidate is responsible for any changes that occur in the setting (e.g., Mentor Teacher changes, changes in instructional access to students with disabilities who access the general curriculum) after its approval and throughout the internship.
- The Teacher Candidate is responsible for immediately reporting any changes in the OTJ internship placement to the University Supervisor, Academic Program Coordinator and the Teacher Candidate's advisor.

- At any point in the internship process that changes occur, the OTJ internship placement must be re-evaluated and approved by program faculty/advisors before the internship may continue.
- George Mason University and the Division of Special Education are not responsible for any changes in OTJ internship placements after the placement has been approved.

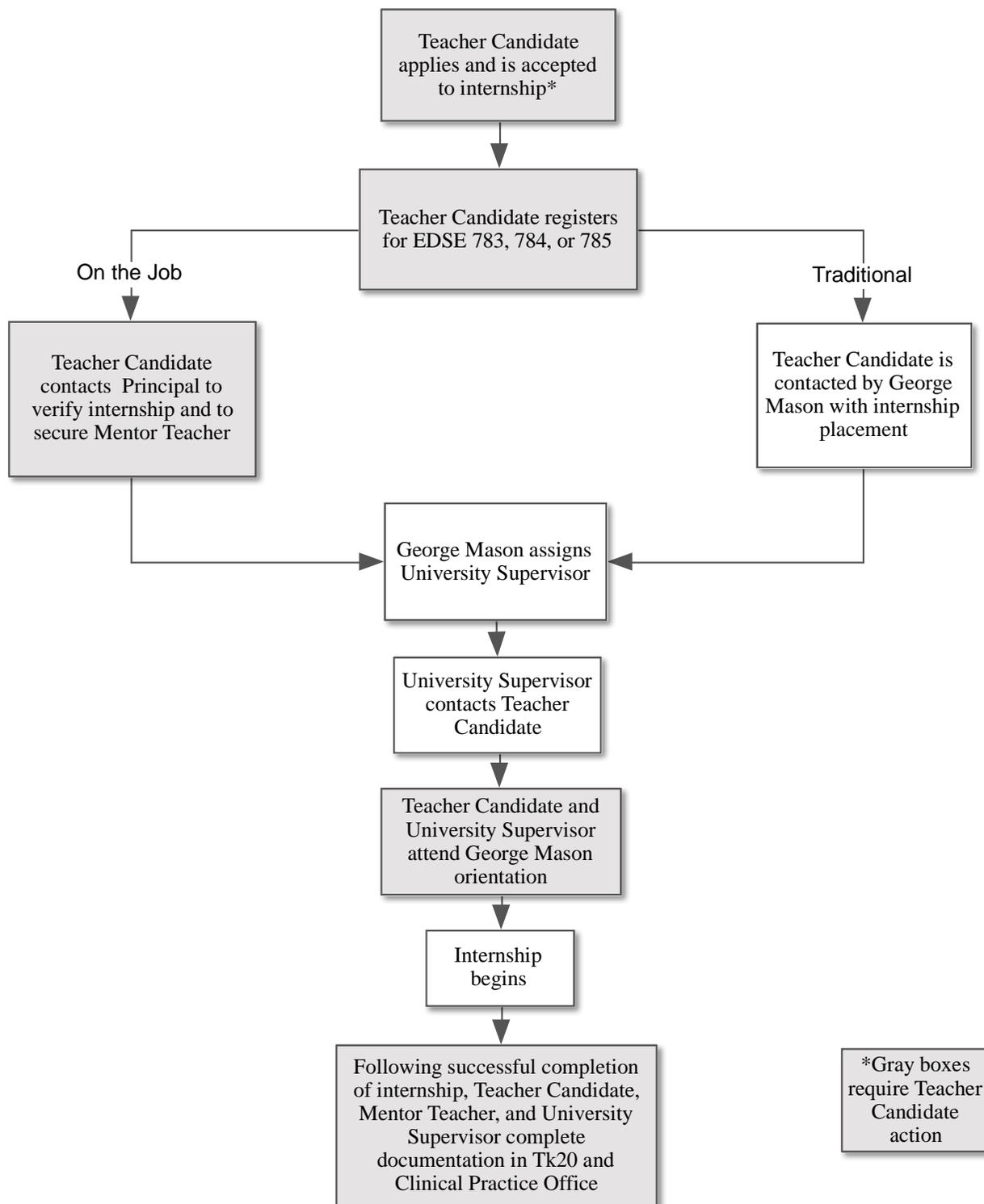
Note: VDOE does not allow employees in substitute positions to complete on-the-job clinical internships.

Traditional Clinical Internships: Clinical Internships requiring placement by George Mason University

Traditional clinical internships requiring placements through George Mason University are conducted in approved clinics, private and public schools, and institutions educating students with disabilities in the Candidate's area of specialization. Faculty at George Mason assign the Mentor Teacher and University Supervisor.

Note: In the event that a traditional Teacher Candidate is offered a full-time, contracted position with a local school division while in his/her clinical internship, he/she may not immediately switch into an on-the-job (OTJ) clinical internship. The Candidate must withdraw from the traditional clinical internship and may apply for an OTJ clinical internship in a future semester.

Internship Progression



General Clinical Internship Information

Attendance

Teacher Candidates completing Traditional clinical internships are required to follow the Mentor Teacher's daily schedule. *Whether virtual or face-to-face, Candidates must be punctual, arrive when the Mentor Teacher arrives, and leave when the Mentor Teacher leaves.* When an absence is unavoidable, the Candidate must notify the school office personnel, Mentor Teacher, and University Supervisor as far in advance as possible. If the Teacher Candidate is absent on a day when he/she is expected to teach, lesson plans and materials must be submitted to the Mentor Teacher before class begins. Candidates who are completing OTJ clinical internships are expected to adhere to their regular work schedule and responsibilities.

Personal Appearance and Professional Conduct

Whether teaching virtually or face-to-face, Teacher Candidates must dress professionally and exhibit professional behavior in their assigned school at all times. Candidates must read their assigned school's faculty handbook and conform to the professional expectations of that school. If a Candidate cannot find a copy of the faculty handbook, he/she should contact the Mentor Teacher. Candidates should also note that *Mentor Teachers and University Supervisors evaluate a Candidate's teaching dispositions and professionalism during the internship* (See Assessment B).

Holidays and Vacations

Teacher Candidates must follow the calendar of their assigned school for their clinical internship. The school's calendar may be different from George Mason's calendar during the semester of the clinical internship. The Teacher Candidate always follows the calendar of the assigned school during the clinical internship. This applies to Thanksgiving and spring break holidays as well.

Teacher Candidates and Substitute Teachers

A Traditional Teacher Candidate may occasionally substitute for his/her Mentor Teacher during the internship, provided that several guidelines are strictly followed. These guidelines are:

- Candidates must already be fully hired and trained as a substitute by their internship location's school division prior to any substitute teaching.
- Candidates may only substitute in the classroom of their mentor teacher with the building administrator's advance knowledge and permission.
- Candidates may only substitute in the classroom of their mentor teacher when the mentor teacher is absent due to illness or family emergency. Candidates should accompany their mentor teachers to professional development activities when those are scheduled, and therefore should not substitute if/when the mentor teacher is out for such activities.
- Candidates may only substitute for their mentor teacher at or past the point where they are engaged in independent teaching.
- Candidates may not count hours spent substitute teaching towards their direct/indirect hours requirements for licensure.

- Candidates may not leave their internship prior to its end date in order to serve as a long-term substitute teacher; completing the internship with fidelity and in a timely manner must always take precedence over substitute teaching.
- Candidates should seek approval from their University Supervisor prior to substituting for his/her Mentor Teacher during the internship.

Important Considerations

If Teacher Candidates do not comply with on-site school expectations, school divisions have the right to request the Candidate be removed from the assigned school. There is no guarantee that a Teacher Candidate will be approved for an alternate assignment or location. Candidates who do not uphold the professional behaviors and dispositions promoted by CEHD TEACHERtrack may be removed from the clinical internship and/or referred to the Office of Student and Academic Affairs as needed. On-site school expectations include the social media presence of Teacher Candidates. Assessment B includes the expectations for teaching dispositions. Each school site has faculty expectations outlined in a faculty handbook.

Teacher Candidates are strongly encouraged to purchase professional liability insurance through membership in the Student Virginia Education Association, the Council for Exceptional Children, or through a private carrier in case of civil legal action. Candidates employed by a school division are encouraged to purchase additional coverage to supplement what is provided.

Duration of the Clinical Internship

Traditional, 3-credit clinical internships shall run approximately 8 weeks (or at least 5 weeks in a summer semester). OTJ internships shall run for at least 10 weeks (or at least 5 weeks in a summer semester). Both may vary according to program requirements, program changes, and Teacher Candidate readiness. The clinical internship usually includes an introductory visit and a minimum of three, evaluative observations from the University Supervisor. These observations will be arranged by the University Supervisor with the Teacher Candidate and Mentor Teacher. Other internship requirements are outlined in the Handbook. Please note that the requirements outlined in the Handbook are minimum requirements; University Supervisors may add additional requirements (e.g., additional observations, additional reflections) beyond those outlined in the Handbook.

Clinical internships may be extended in order to:

1. address make-ups due to inclement weather or illness,
2. accumulate more teaching hours for the Candidate,
3. provide enough time to develop, present, or demonstrate evidence for the competencies included in the Internship Rubric, OR
4. address performance-based concerns. There must be documented evidence to warrant approval for performance-related issues. See the Problem Solving process on page 10.

Extensions must be approved by the Mentor Teacher, Academic Program Coordinator (Kelley Regan) and clinical practice specialist (Stacy Wilson).

Grades

Grades for the internship are:

- **S** Satisfactory: Teacher Candidate successfully meets the clinical internship requirements and can be recommended for teacher licensure.

- **NC No Credit:** Teacher Candidate 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. In some cases, a grade of NC may be accompanied by a recommendation that the Teacher Candidate not be allowed to repeat the internship. In such cases, the Candidate may be counseled out of the licensure program although not necessarily out of the degree program.
- **IP In Progress:** The Teacher Candidate's performance cannot be evaluated at the end of the grading period due to extenuating circumstances (medical or family emergency, etc.). IP grade can be changed to S or NC upon completion of requirements.

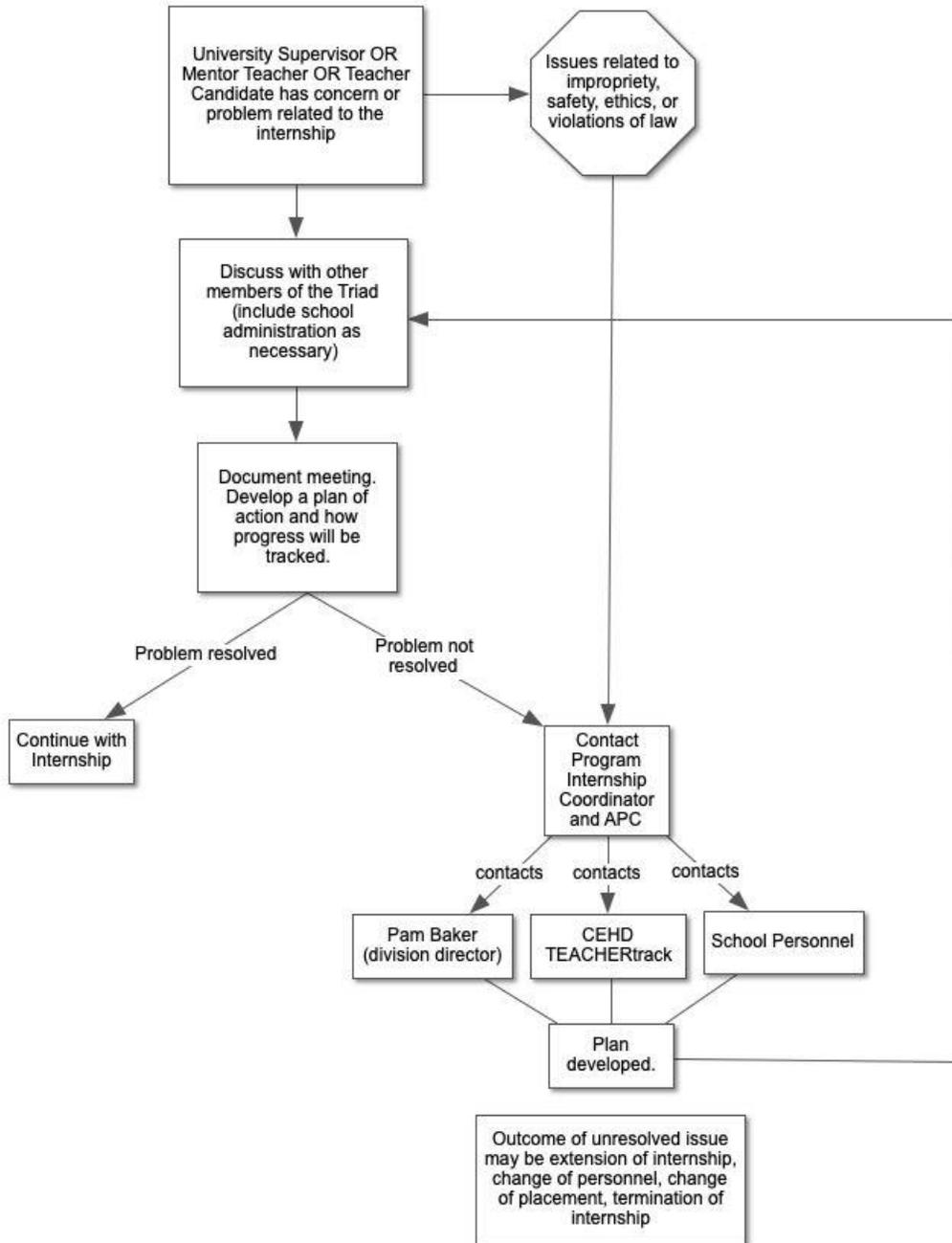
It is the responsibility of the Teacher Candidate to provide evidence to the University Supervisor and Mentor Teacher for the specific competencies that will be evaluated during the internship. Showing written documentation and/or an observable demonstration of competencies is the responsibility of the Teacher Candidate. The Teacher Candidate should thoroughly review the Internship Rubric (Assessment A) and discuss it with the University Supervisor and Mentor Teacher.

The final grade for the clinical internship will be determined by the University Supervisor and Mentor Teacher. Teacher Candidates will be evaluated on the course objectives and requirements as listed in this handbook and in the course syllabus. Grades will be determined by the following:

1. Ratings on the following documents by the University Supervisor and Mentor Teacher:
 - a. Internship Rubric (Assessment A), and
 - b. Dispositions rubric (Assessment B).
2. Satisfactory submission of all requirements and exit materials, including submission of documentation to VIA.

Problem Solving Process

When issues or problems arise within the internship, the University Supervisor, Mentor Teacher, and Teacher Candidate (i.e., the Triad) need to have a procedure to follow. The following process is to be followed by all members of the Triad:



Special Assistance for Teacher Candidates

Occasionally, Teacher Candidates need special assistance and extraordinary arrangements to successfully complete their licensure programs. In such cases, the University Supervisor and the Mentor Teacher will collaboratively develop an individualized plan. The CEHD TEACHERtrack office and APC must be involved in order to approve the plan and advise accordingly.

Some of the ways to provide special support for a Teacher Candidate are:

1. Arranging for observation of another Candidate or a teacher who models the skills that the Candidate lacks and then conferencing about it.
2. Changing a placement within the school (on rare occasions) to provide a better match of Candidate and Mentor Teacher.
3. Changing a placement to another school (on rare occasions) if a suitable alternative placement is not available in the same school.
4. Modifying the schedule for independent teaching to begin more gradually and/or to add days.
5. Providing special experiences during the period after independent teaching in order to address areas needing improvement.
6. Facilitating conferences with the Candidate's academic advisor and/or course instructors.
7. Sending the Candidate to the Mason Counseling Center for personal or therapeutic support.
8. Sending the Candidate to the Mason Financial Planning and Assistance office for advice on financial aid.
9. Sending the Candidate to the Mason Student Health Center or other source of medical assistance.

On-the-Job Clinical Internship Teacher Candidates

Responsibilities

OTJ clinical internship Teacher Candidates are working full time in schools and are expected to work with their Principals to designate (and have approved) their Mentor Teacher. OTJ Teacher Candidates must show evidence of successful completion of tasks related to the Internship Rubric (Assessment A) in their teaching position. The Teacher Candidate is responsible for understanding and completing the required tasks of the clinical internship.

Requirement	Related Document
1. Attend a virtual initial clinical internship orientation meeting (You will be notified by the Special Education program of this date and time.)	none
2. Login to Blackboard course.	none
3. Read the Special Education Clinical Internship Handbook, syllabus (posted on the internship Blackboard site), and the Internship Rubric to understand all aspects of the clinical internship that must be documented.	Handbook Syllabus <i>Assessment A</i>
4. Complete the CEHD Experiential Learning Packet, which will be emailed to you and will be completed within an online survey.	none
5. Meet with Mentor Teacher to plan the clinical internship and ways you will document all aspects of the Internship Rubric.	none
6. Schedule at least 3 formal observations with University Supervisor. Complete a lesson plan for each observed lesson. Participate in a pre- and/or post- observation conference. After the observation, the University Supervisor will email you the completed Observation Summary Report (Form 3), which you will need to upload to Blackboard (in the Forms page).	Lesson plan form agreed upon by Teacher Candidate and University Supervisor <i>Form 3-Observation Summary Report</i>
7. If possible, schedule at least 1 formal observation with Mentor Teacher . Complete a lesson plan for each observed lesson. Note that for OTJ internships, Mentor Teacher observations are optional but strongly encouraged if possible.	<i>Form 3-Observation Summary Report</i>
8. Document all direct and indirect teaching hours related to the clinical internship requirements.	<i>Form 1-Log of Hours</i>
9. Complete reflections weekly and submit to the University Supervisor.	<i>Form 4-Weekly Reflection</i>
10. Complete the Seclusion and Restraint modules required by VDOE for licensure. Upload a copy of your certificate of completion to Blackboard. All information can be found on the internship Blackboard site (in the Seclusion and Restraint Modules page).	See internship Blackboard site
11. Participate in initial, midpoint, and final conference with University Supervisor and Mentor Teacher. Please note that a midpoint conference may be called at the discretion of the University Supervisor and/or Mentor Teacher.	University Supervisor will document
12. Complete online evaluation of the clinical internship (link provided by University Supervisor). Email or give a hard copy of	None

the survey confirmation page (screenshot or save as a PDF) to University Supervisor for verification.	
13. Before final conference, upload signed/final Observation Summary Reports (at least 3) to Blackboard (Forms page).	<i>Form 3-Observaiton Summary Report</i>
14. Following final conference, upload signed/final Internship Rubric to VIA.	<i>Assessment A-Internship Rubric</i>
15. Following final conference, upload signed/final Internship Summary and Final Grade document to Blackboard (Forms page).	<i>Form 2-Internship Summary and Final Grade</i>
16. Following final conference, upload signed/final Log of Hours to Blackboard (Forms page).	<i>Form 1-Log of Hours</i>

Traditional Clinical Internship Teacher Candidates

Responsibilities

Traditional clinical internship Teacher Candidates are placed in schools with a Mentor Teacher by the George Mason Special Education program. Over the span of the eight-week internship (note: at least five weeks in a summer semester), traditional clinical internship Teacher Candidates are expected to gradually assume all of the responsibilities (virtual and/or face-to-face) of the Mentor Teacher, including instruction, collaboration with other professionals and families, and other duties as assigned. Teacher Candidates should plan this gradual assumption of responsibility with their Mentor Teachers at the earliest date possible (see Item 6 below). The Teacher Candidate is responsible for understanding and completing the required tasks of the clinical internship. *For traditional Teacher Candidates who are completing TWO internships, these requirements are repeated for EACH clinical internship.*

Requirement	Related Document
1. Check your Mason email regularly and frequently throughout your internship. As soon as you receive information about your assigned internship placement, complete any Human Resources (HR) requirements to access your internship placement. Any delay in this process may result in your inability to complete the internship.	none
2. Attend a virtual initial clinical internship orientation meeting. (You will be notified by the Special Education program of this date and time.)	none
3. Login to Blackboard course.	none
4. Read the Special Education Clinical Internship Handbook, syllabus (posted on the internship Blackboard site), and the Internship Rubric to understand all aspects of the clinical internship that must be documented.	Handbook Syllabus Assessment A
5. Complete the CEHD Experiential Learning Packet, which will be emailed to you and will be completed within an online survey.	none
6. When placements are confirmed, arrange an introductory conference with the Mentor Teacher. Please note that you may have planning days to attend prior to the start of the internship.	none
7. Meet with Mentor Teacher to plan internship (gradual assumption of individual, small group, and whole group instruction) and ways you will document all aspects of the Internship Rubric.	none
8. Maintain same hours and assist with all duties of the Mentor Teacher.	none
9. Become familiar with any virtual platforms, school facility, staff and administrators, classroom routines and management processes, services provided to students with disabilities in the special and general education setting, student records, and IEPs.	none

Requirement	Related Document
10. Schedule at least 3 formal observations with University Supervisor . Complete a lesson plan for each observed lesson. Participate in a pre- and/or post- observation conference.	Lesson plan form agreed upon by Teacher Candidate, Mentor Teacher, and University Supervisor <i>Form 3-Observation Summary Report</i>
11. Schedule at least 2 formal observations with Mentor Teacher . Complete a lesson plan for each observed lesson.	<i>Form 3-Observation Summary Report</i>
12. Document all direct and indirect teaching hours related to the clinical internship requirements.	<i>Form 1-Log of Hours</i>
13. Complete reflections weekly and submit to the University Supervisor.	<i>Form 4-Weekly Reflection</i>
14. Complete the Seclusion and Restraint modules required by VDOE for licensure. Upload a copy of your certificate of completion to Blackboard. All information can be found on the internship Blackboard site (in the Seclusion and Restraint Modules page).	See internship Blackboard site
15. Participate in initial, midpoint, and final conference with University Supervisor and Mentor Teacher. Please note that a midpoint conference may be called at the discretion of the University Supervisor and/or Mentor Teacher.	University Supervisor will document
16. Complete online evaluation of the clinical internship (link provided by University Supervisor). Email or give a hard copy of the survey confirmation page (screenshot or save as a PDF) to University Supervisor for verification.	None
17. Before final conference, upload signed/final Observation Summary Reports (at least 3 from University Supervisor and 2 from Mentor Teacher) to Blackboard (Forms page).	<i>Form 3-Observation Summary Report</i>
18. Following final conference, upload signed/final Internship Rubric to VIA.	<i>Assessment A-Internship Rubric</i>
19. Following final conference, upload signed/final Internship Summary and Final Grade document to Blackboard (Forms page).	<i>Form 2-Internship Summary and Final Grade</i>
20. Following final conference, upload signed/final Log of Hours to Blackboard (Forms page).	<i>Form 1-Log of Hours</i>

University Supervisors

Role of University Supervisor

As a University Supervisor, you play an important role in the preparation of Teacher Candidates for careers in special education. You serve not only as a role model for the Teacher Candidate, but also as an ambassador for George Mason University. University Supervisors and Mentor Teachers collaborate to ensure that the Candidate is fully prepared to take on the responsibilities of a full-time special education teacher in a variety of settings.

University Supervisors are classified as GMU adjunct instructors and are afforded all the benefits thereof. University Supervisors are hired by semester on a contractual basis via contracts generated by the clinical practice specialist (CPS).

University Supervisors serve as liaisons between the school and George Mason University. They provide support and guidance to the Teacher Candidate and the Mentor Teacher via feedback, reassurance and evaluations. They facilitate communication among all parties (note: University Supervisors are required to use their Mason email accounts when communicating electronically with Teacher Candidates and Mentor Teachers). It is the University Supervisor's responsibility to initiate contact with the Mentor Teacher and ensure the Mentor Teacher has received the Mentor Teacher Handbook from the CPS.

Unsatisfactory Progress

It is the responsibility of the University Supervisor, in collaboration with the Mentor Teacher, to determine satisfactory progress of the Teacher Candidate during the clinical internship. If either the Mentor Teacher or the University Supervisor documents that the Teacher Candidate is NOT making satisfactory progress, the University Supervisor or Mentor Teacher need to take action immediately. The University Supervisor should thoroughly document everything observed during the internship. In rare cases, when a candidate is not doing well, documentation is the only support a supervisor has to justify a failing or "No Credit" grade. If a candidate is struggling, the University Supervisor must convey this feedback to the candidate, the Mentor Teacher, and the APC (Kelley Regan) and have documentation that this feedback has occurred. Finally, for the steps in addressing unsatisfactory progress, see the flowchart of the Problem Solving Process on page 10.

Logistics

Once contracts are in order, University Supervisors are paid bi-weekly on the 1st and 16th of the month. Payment is according to the number of credit hours of each internship supervised and the highest degree held by the University Supervisor. Note that the pay scale is subject to change by semester. The current pay scale is as follows:

- University Supervisors holding a Master's degree: \$445 per 3-credit teacher candidate and \$890 per 6-credit teacher candidate.
- University Supervisors holding a doctoral degree: \$501 per 3-credit teacher candidate and \$1002 per 6-credit teacher candidate.

For trips of 25 miles or more (not including those to the GMU campus), the University Supervisor may request mileage reimbursement monthly during the semester for accumulated travel. Reimbursement rates may vary. Contact the CPS (Stacy Wilson, internsh@gmu.edu) for reimbursement directions.

Credits	Direct/Indirect Teaching Hours (teaching log)	Length of internship	Minimum # of formal observations
3	75/75	8 weeks (Traditional internship) at least 10 weeks (OTJ internship) Note: at least 5 weeks in a summer semester	3
6	150/150	16 weeks (2 Traditional internships)	6

The TOTAL 300 hours of direct/indirect teaching needed for state licensure is a combination of TWO, 8-week internships that the General Curriculum program requires for the Teacher Candidate to complete for licensure. These placements must be at two different levels - elementary and secondary.

If a Teacher Candidate is on-the-job and they are only completing ONE internship, they will then work with Mason advisors to complete paperwork to determine if they meet the requirements to “waive” their SECOND internship. On-the-job Candidates and Traditional Candidates have the SAME requirements and number of hours for each internship experience.

Responsibilities

Requirement	Related Document
1. Ensure you have access to the Blackboard site for the course, including the syllabus located on the Blackboard site.	Course Syllabus (on Blackboard site) Blackboard tutorials (as necessary; see Supplemental Materials)
2. Attend a virtual initial clinical internship orientation meeting (You will be notified by the Special Education program of this date and time.)	none
3. Review Internship Rubric to understand all aspects of internship that must be documented.	<i>Assessment A-Internship Rubric</i>
4. When placements are confirmed, arrange an introductory meeting with the Mentor Teacher and Teacher Candidate. Collect contact information for all (if not already secured). Plan for communication expectations throughout the internship.	none
5. Ensure the Mentor Teacher receives the Mentor Teacher Handbook. Remind Mentor Teacher to submit pay form as required in the Mentor Teacher Handbook.	Handbook
6. Verify that Mentor Teacher and Teacher Candidate have planned the clinical internship and ways they will document all aspects of the Internship Rubric.	none
7. Schedule at least 3 formal observations with Teacher Candidate. Complete an Observation Summary Report (Form 3) for each observation.	<i>Form 3-Observation Summary Report</i>

Conduct a pre- and/or post-observation conference with the Teacher Candidate.	
8. For traditional internships only: Verify that the Teacher Candidate completes at least 2 formal observations with the Mentor Teacher , and the Mentor Teacher completes a Summary Observation form (<i>Form 3</i>) for each formal observation. For OTJ internships, while not required, we strongly encourage at least 1 formal observation with the Mentor Teacher, if possible.	<i>Form 3</i> -Observation Summary Report
9. Verify that Teacher Candidate documents all direct and indirect teaching hours (virtually and face-to-face) related to the clinical internship requirements. **If the Teacher Candidate will not meet the 75 direct teaching hours and/or 75 indirect teaching hours, please notify Kristen O'Brien immediately.	<i>Form 1</i> -Log of Hours
10. Verify that the Teacher Candidate completes weekly reflections and submits them to you. Provide feedback on the weekly reflections and email the form to the Teacher Candidate. Remind the Teacher Candidate to upload the completed form to the Forms page of Blackboard.	<i>Form 4</i> -Weekly Reflection
11. Conduct initial, midpoint, and final conference with Teacher Candidate and Mentor Teacher (<i>can coincide with observation conferences</i>).	Document conferences as needed
12. Complete online evaluation of internship (link sent by TEACHERTrack or Kristen O'Brien). Share online internship evaluation links with Teacher Candidate and Mentor Teacher, and verify they complete them before the final conference.	none
13. Complete Internship Rubric and Dispositions Rubric with assistance of Mentor Teacher. Sign and provide copy to Teacher Candidate at final conference.	<i>Assessment A</i> -Internship Rubric <i>Assessment B</i> -Teacher Candidate Dispositions Rating
14. Verify the teacher candidate has completed the Seclusion and Restraint modules required by VDOE for licensure, and that they have uploaded a copy of their certificate of completion to Blackboard.	See internship Blackboard site
15. Complete and sign Internship Summary and Final Grade at final conference.	<i>Form 2</i> -Internship Summary and Final Grade
16. After the final conference, verify the Teacher Candidate has uploaded all remaining signed/completed Forms (<i>Form 1</i> -Log of Hours, <i>Form 2</i> -Internship Summary and Final Grade, <i>Form 3</i> -Observation Summary Reports [3 from University Supervisor; 2 from Mentor Teacher for traditional	<i>Form 1</i> -Log of Hours <i>Form 2</i> -Internship Summary and Final Grade <i>Form 3</i> -Observation Summary Report <i>Assessment A</i> -Internship Rubric

internships only]) and Assessments (signed/completed <i>Assessment A-Internship Rubric</i>) to Blackboard.	
17. Evaluate the Internship Rubric (<i>Assessment A</i>) in VIA within 10 days of internship completion. Ensure that the Teacher Candidate has uploaded the signed/completed Internship Rubric <i>before</i> scoring the rubric in VIA.	<i>Assessment A-Internship Rubric</i>
18. Evaluate the Dispositions Rubric in VIA within 10 days of internship completion. Note that there is no VIA upload required from the Teacher Candidate for the Dispositions Rubric.	<i>Assessment B-Dispositions Rating</i>
19. Within 48 hours of completion of internship, <u>post grade to PatriotWeb.</u>	<i>Supplemental materials</i>

Mentor Teachers

Role of Mentor Teacher

As a Mentor Teacher for George Mason University's teacher licensure program, your knowledge of content and expertise in classroom management, instruction and assessment will provide a guide and model for your Teacher Candidate. *Mentor Teachers are role models and advocates for the Teacher Candidate.*

This clinical internship is the culminating experience of the Teacher Candidate's program. With the University Supervisor, you will ensure that the Candidate is fully prepared to take on the responsibilities of a full-time teacher (or continue them effectively).

Note: Teacher Candidates completing on-the-job (OTJ) clinical internships select Mentor Teachers. Candidates who are placed are assigned a Mentor Teacher by George Mason in conjunction with the assigned site.

Trajectory for Traditional Teacher Candidates

Traditional Teacher Candidates must log at least 75 hours of direct teaching with students and 75 hours of indirect teaching over an 8-week period (at least 5 weeks in the summer semester) in *each* of two clinical internships. It is important for them to move into the role of instructor quickly. Mentor Teachers should orient Traditional Candidates to materials, processes and procedures quickly. Traditional Candidates are expected to observe and assist their Mentor Teacher, move to co-teaching and finally to solo teaching with students in whatever setting they receive special education services.

Logistics

Mentor Teachers are paid according to the credit hours the Teacher Candidate is completing and the length of the clinical internship. Most Candidates will be registered for 3 credit hours in a semester. It is anticipated that 3 credit hour internships run from 8-12 weeks and the *stipend is \$125.00*. During summer semesters in which internships are less than 6 weeks, the stipend is \$100.

Instructions for Mentor Teacher Stipend

1. Please note that payment will take a minimum of 4-6 weeks and that forms **must** be turned in no later than 30 days after the last day of the clinical internship. Questions: Contact Beth Rooney erooney1@gmu.edu, 703-993-4507 (office), 703-993-5701 (fax). To ensure efficient compensation for your services, follow these procedures.
2. Send to Beth Rooney:
 - The Mentor Teacher Pay form (Linked under Mentor Teacher Honorariums): <https://cehd.gmu.edu/epo/mentor-teacher-site-facilitators>
Instructions for filling out the W-9 are on the first page of the Mentor Teacher Pay Form linked above.
 - A completed W-9 (<https://cehd.gmu.edu/assets/docs/forms/cehd/fw9.pdf>)
 - Note: We require the Virginia W-9 and not federal.
 - Beth's mailing information:
Beth Rooney
 College of Education and Human Development
 Educator Preparation Office (TEACHERtrack)
 4400 University Drive – MSN 6C13/Thompson Hall, Suite 2300
 Fairfax, VA 22030

erooney1@gmu.edu/phone: (703) 993-4507/fax: (703) 993-5701

Responsibilities

Requirement	Related Document
1. Review Special Education Clinical Internship handbook when received.	Handbook
2. Meet with Teacher Candidate to plan internship and documentation of activities related to Internship Rubric.	none
3. Attend an introductory meeting with the University Supervisor and Teacher Candidate at the school. Collect contact information for all (if not already secured). Plan for communication expectations throughout the internship.	none
4. Schedule formal observations (2 required for traditional candidates; 1 optional but strongly encouraged for OTJ candidates) of Teacher Candidate to address areas in Internship Rubric not visible by University Supervisor. Complete a Summary Observation form for each formal observation. Conduct a pre- and/or post-observation conference with the Teacher Candidate.	<i>Form 3</i> -Observation Summary Report
5. Verify that Teacher Candidate documents all direct and indirect teaching (virtual or face-to-face) hours related to the clinical internship requirements.	<i>Form 1</i> -Log of Hours
6. Meet with Teacher Candidate at regular intervals (at least weekly) to discuss progress.	none
7. Conduct initial, midpoint, and final conference with Teacher Candidate and University Supervisor (can coincide with observation conferences). If a mid-point conference is needed, this can be done at the discretion of the University Supervisor and/or Mentor Teacher. The University Supervisor will document these conferences.	none
8. In conjunction with the University Supervisor, complete and sign final Internship Rubric and Dispositions Rating.	<i>Assessment A</i> -Internship Rubric <i>Assessment B</i> -Dispositions rating
9. In conjunction with the University Supervisor, discuss and finalize the Internship Summary and Final Grade document.	<i>Form 2</i> -Internship Summary and Final Grade
10. Complete online evaluation of internship (link provided by University Supervisor)	none
11. Complete stipend requirements (as outlined above) no later than 30 days after the last day of the clinical internship.	Stipend documents outlined in Handbook on p. 24

Special Education Clinical Internship Forms

**Form 1****Instructions for Log of Hours**

In Virginia, the application for teacher licensure requires reporting the amount of time spent in certain activities during the clinical internship. The state mandates a minimum of 300 hours in such activities, of which 150 hours must be independent or direct teaching. Thus, across both internship placements, the Mason Teacher Candidate must acquire 300 hours, with at least 150 hours in direct teaching. A total of 150 hours is required for each 3-credit section of EDSE 783/784/785 (clinical internship experience). This includes at least 75 hours of direct teaching and at least 75 hours for indirect teaching.

Candidates are encouraged to record times daily, which will improve accuracy. A separate log should be kept for each Mentor Teacher/clinical faculty, and verified by them before being submitted to the University Supervisor.

Conferences include discussion with the Mentor Teacher, the University Supervisor, the principal, and other faculty; attendance at seminars and professional meetings. (indirect teaching)

Teaching includes full responsibility for planning and implementing instruction (virtual or face-to-face) to a student or group of students (direct teaching) or preparation and delivery of asynchronous online assignments including all communication with students, mentor teacher and parents about the assignments, responding to student questions about the assignments and grading the resulting product. (direct teaching)

Preparation includes time spent during or outside the instructional day in planning, preparation, evaluation of students' work, and preparation of materials for virtual instruction. (indirect teaching)

Observation includes all other activities such as observations during virtual instruction of the mentor teacher. (indirect teaching)

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 of the clinical internship, the Teacher Candidate submits the summary log of hours (Form 2) to the University Supervisor, which may require estimating for the final days.



Form 2

Internship Summary and Final Grade

Teacher Candidate: _____

Semester and Year: _____

Licensure Program: _____

School: _____ School Division: _____

Mentor Teacher: _____

Grade/Subject(s) taught by Teacher Candidate: _____

University Supervisor _____

Signature

Totals from Log Sheets

Summary of Hours Spent in:

	Page #1	Page #2	Page #3	Page #4	Page #5	Page #6	Grand Total
Conference:							
Teaching:							
Preparation:							
Observation:							
Totals from Log Sheets:							

Final Grade _____

Grading Scale: S (Satisfactory), NC (No Credit), IP (In Progress)



Form 3

Observation Summary Report

The purpose of this report is to document observations completed by the University Supervisor or Mentor Teacher in areas directly related to the Internship Rubric and CEC standards. Please use this report form to provide a summary of the observation after the signatures and specific statements related to the identified CEC standards on this page. This documentation will provide evidence for outcomes on the Internship Rubric at the end of the internship.

Teacher Candidate _____ Observation Date _____

Observer _____ School _____
 _____ Mentor Teacher or _____ University Supervisor

Activities Observed _____ Grade/Subject(s) _____

Observation Summary

Below the observer writes a summary of what was observed.

Recommendations

Below the observer lists recommendations for the Teacher Candidate, including practices to continue (i.e., strengths of the lesson) and suggestions for improvement.

CEC Standards Noted During Observation

Below the observer indicates which elements of CEC standards were noted during the observation. The observer may choose to write additional documentation, if needed.

INSTRUCTIONAL PLANNING AND STRATEGIES (CEC Standard 5)

Elements of CEC Standards were noted for the following:

Standard 5: Instructional Planning and Strategies

- ___ 5a. Selects and implements a variety of research-supported methods for academic and nonacademic instruction.
- ___ 5b. Candidate is responsive to student needs by selecting, adapting, and using instructional strategies and materials according to characteristics of individuals with exceptionalities.
- ___ 5c. Uses responses and errors to guide instructional decisions and provide feedback to learners.
- ___ 5d. Identifies and teaches essential concepts, vocabulary, and content across the general curriculum.
- ___ 5e. Demonstrates competence in using technology to achieve instructional objectives.

- ___ 5f. Implements systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.
- ___ 5g. Uses specialized instructional strategies.
- ___ 5h. Uses communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.
- ___ 5i. Uses task analysis to sequence, implement, and evaluate individualized learning objectives.
- ___ 5j. Prepares lesson plans to meet learning objectives and organizes material to implement these lesson plans.
- ___ 5k. Plans a sequence of activities, which are focused on achievement of the instructional objective(s).
- ___ 5l. Makes responsive adjustments to instruction based on continual observations and ongoing assessment data.
- ___ 5m. Presents content accurately and instructions clearly.
- ___ 5n. Provides opportunities for learners with mild to moderate exceptionalities to participate actively and successfully in classroom environment.

CLASSROOM MANAGEMENT/CLIMATE (CEC Standard 2)

Elements of the CEC Standards were noted for the following:

CEC Standard 2: Learning Environments

- ___ 2a. Creates an orderly and supportive environment by designing and managing routines.
- ___ 2b. Teaches individuals with exceptionalities to give and receive meaningful feedback from peers and adults.
- ___ 2c. Organizes, develops, and sustains a safe, equitable, positive and supportive learning environment in which diversities are valued.
- ___ 2d. Designs learning environments that encourage active participation in individual and group activities and encourage student independence.
- ___ 2e. Modifies the learning environment to manage behaviors, time, space, and materials to keep students with mild to moderate exceptionalities productively involved in learning.
- ___ 2f. Demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each.
- ___ 2g. Uses effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.
- ___ 2h. Promotes appropriate behavior through clear communication of realistic expectations while respecting and valuing individual differences and cultural diversity.
- ___ 2i. Uses the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities.
- ___ 2j. Establishes and maintains rapport with individuals with and without exceptional learning needs.

ASSESSMENT (CEC Standard 4)

Elements of the CEC Standards were noted for the following:

Standard 4: Assessment

- ___ 4a. Develops or modifies individualized assessment strategies.
- ___ 4b. Regularly monitors student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work.
- ___ 4c. Conducts formal and informal assessments using appropriate technologies as supports.
- ___ 4d. Keeps records of students' progress and problems and uses data from multiple sources to assess student learning.

- ___ 4e. Analyzes, evaluates and reflects on student assessment data and instruction to make eligibility, program, and placement decisions.

PROFESSIONAL LEARNING AND ETHICAL PRACTICE (CEC Standard 6)

Elements of the CEC Standards were noted for the following:

Standard 6: Professional Learning & Ethical Practice

- ___ 6a. Exhibits a commitment to practice within the CEC Code of Ethics.
 ___ 6b. Demonstrates commitment to developing educational and quality of life potential of individuals with exceptionalities.
 ___ 6c. Reflects on his/her professional practice.
 ___ 6d. Observes school policies and procedures.
 ___ 6e. Demonstrates effective oral communication skills.
 ___ 6f. Demonstrates effective written communication skills.
 ___ 6g. Demonstrates commitment to engage in research-supported practices.
 ___ 6h. Engages in professional activities that benefit individuals with exceptionalities, their families, and his/her colleagues.

COLLABORATION (CEC Standard 7)

Elements of the CEC Standards were noted for the following:

Standard 7: Collaboration

- ___ 7a. Communicates regularly with parents and involves them in problem solving and learning activities.
 ___ 7b. Engages in productive relationships with other educators, service providers, and personnel from community agencies.
 ___ 7c. Maintains confidential communication about students with mild to moderate exceptional learning needs.
 ___ 7d. Fosters respectful and beneficial relationships between families and professionals.
 ___ 7e. Collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
 ___ 7f. Observes, evaluates, and provides feedback to paraeducators.
 ___ 7g. Communicates effectively with school personnel and families about the characteristics and needs of individuals with exceptionalities.

Candidate's Signature _____ Date _____

Observer's Signature _____ Date _____



Weekly Reflection

Teacher Candidate Name:

Mentor Teacher:

Grade Level of Students:

Subject Area:

Date of Weekly Reflection:

Directions: Use this form to document **weekly reflections** pertaining to your internship experience. Think about your strengths and your growth areas as a special education teacher candidate. Please include examples within your reflective statements. Your reflections could be conceptualized and/or written in various ways. For example:

- You could choose one CEC standard that particularly stood out to you for that specific week. If you choose this type of reflection, highlight that CEC standard below and write your reflection in the designated area. Be sure to include examples of strengths and areas you feel you need to develop.
- You could choose one CEC standard as your strength for that specific week, and then include a different CEC standard where you felt you needed more guidance.
- You could reflect upon your internship week in generalities, considering all of (or several) of the CEC standards.

Once you have considered your reflective strategy (which could change from week to week), complete the following form by doing the following:

1. Under the **RED** heading (there are **5 areas/headings**), write a narrative of your reflection in this area.
2. Under the **Elements** section, mark which elements you feel you experienced or reflected upon during the internship week experience.
3. Under the **COMMENTS** section at the end of the document, please describe any other reflective items you feel are pertinent to your internship experience for this week.
4. When your form is completed, email it to your University Supervisor, who will document their feedback and email it back to you.
5. Once you've received the form with your University Supervisor's feedback, upload it to the Forms page of the Blackboard site.

INSTRUCTIONAL PLANNING AND STRATEGIES (CEC Standard 5):

Elements of CEC Standards were noted for the following:

Standard 5: Instructional Planning and Strategies

- ___ 5a. Selects and implements a variety of research-supported methods for academic and nonacademic instruction.

- ___ 5b. Candidate is responsive to student needs by selecting, adapting, and using instructional strategies and materials according to characteristics of individuals with exceptionalities.
- ___ 5c. Uses responses and errors to guide instructional decisions and provide feedback to learners.
- ___ 5d. Identifies and teaches essential concepts, vocabulary, and content across the general curriculum.
- ___ 5e. Demonstrates competence in using technology to achieve instructional objectives.
- ___ 5f. Implements systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.
- ___ 5g. Uses specialized instructional strategies.
- ___ 5h. Uses communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.
- ___ 5i. Uses task analysis to sequence, implement, and evaluate individualized learning objectives.
- ___ 5j. Prepares lesson plans to meet learning objectives and organizes material to implement these lesson plans.
- ___ 5k. Plans a sequence of activities, which are focused on achievement of the instructional objective(s).
- ___ 5l. Makes responsive adjustments to instruction based on continual observations and ongoing assessment data.
- ___ 5m. Presents content accurately and instructions clearly.
- ___ 5n. Provides opportunities for learners with mild to moderate exceptionalities to participate actively and successfully in classroom environment.

CLASSROOM MANAGEMENT/CLIMATE (CEC Standard 2):

Elements of the CEC Standards were noted for the following:

CEC Standard 2: Learning Environments

- ___ 2a. Creates an orderly and supportive environment by designing and managing routines.
- ___ 2b. Teaches individuals with exceptionalities to give and receive meaningful feedback from peers and adults.
- ___ 2c. Organizes, develops, and sustains a safe, equitable, positive and supportive learning environment in which diversities are valued.
- ___ 2d. Designs learning environments that encourage active participation in individual and group activities and encourage student independence.
- ___ 2e. Modifies the learning environment to manage behaviors, time, space, and materials to keep students with mild to moderate exceptionalities productively involved in learning.
- ___ 2f. Demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each.
- ___ 2g. Uses effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.
- ___ 2h. Promotes appropriate behavior through clear communication of realistic expectations while respecting and valuing individual differences and cultural diversity.
- ___ 2i. Uses the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities.
- ___ 2j. Establishes and maintains rapport with individuals with and without exceptional learning needs.

ASSESSMENT (CEC Standard 4):

Elements of the CEC Standards were noted for the following:

Standard 4: Assessment

- 4a. Develops or modifies individualized assessment strategies.
- 4b. Regularly monitors student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work.
- 4c. Conducts formal and informal assessments using appropriate technologies as supports.
- 4d. Keeps records of students' progress and problems and uses data from multiple sources to assess student learning.
- 4e. Analyzes, evaluates and reflects on student assessment data and instruction to make eligibility, program, and placement decisions.

PROFESSIONAL LEARNING AND ETHICAL PRACTICE (CEC Standard 6):

Elements of the CEC Standards were noted for the following:

Standard 6: Professional Learning & Ethical Practice

- 6a. Exhibits a commitment to practice within the CEC Code of Ethics.
- 6b. Demonstrates commitment to developing educational and quality of life potential of individuals with exceptionalities.
- 6c. Reflects on his/her professional practice.
- 6d. Observes school policies and procedures.
- 6e. Demonstrates effective oral communication skills.
- 6f. Demonstrates effective written communication skills.
- 6g. Demonstrates commitment to engage in research-supported practices.
- 6h. Engages in professional activities that benefit individuals with exceptionalities, their families, and his/her colleagues.

COLLABORATION (CEC Standard 7):

Elements of the CEC Standards were noted for the following:

Standard 7: Collaboration

- 7a. Communicates regularly with parents and involves them in problem solving and learning activities.
- 7b. Engages in productive relationships with other educators, service providers, and personnel from community agencies.
- 7c. Maintains confidential communication about students with mild to moderate exceptional learning needs.
- 7d. Fosters respectful and beneficial relationships between families and professionals.

- ___ 7e. Collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
- ___ 7f. Observes, evaluates, and provides feedback to paraeducators.
- ___ 7g. Communicates effectively with school personnel and families about the characteristics and needs of individuals with exceptionalities.

COMMENTS:

***SEND COMPLETED FORM TO YOUR UNIVERSITY SUPERVISOR.**

UNIVERSITY SUPERVISOR FEEDBACK:

Special Education Clinical Internship Assessments

Purpose and Instructions

Consistent with the College of Education and Human Development's conceptual framework, the purpose of the Internship Rubric is to prepare candidates to reflect on their practice and to provide a system for Candidates, Mentor Teachers, and University Supervisors to assess a candidate's growth over time. The Rubric is designed to assess a candidate's growth during the internship. The Rubric consists of Interstate Teacher Assessment and Support Consortium (InTASC) and Council for Exceptional Children (CEC) standards (i.e., the Specialized Professional Association [SPA] for special education programs), each with a series of key elements. The candidate is assessed on each element across the rubric.

The University Supervisor and Mentor Teacher will complete the Rubric with the Candidate at the end of each internship. The University Supervisor and Mentor Teacher should evaluate every item on the Rubric, whether by observation or by other documentation. The Teacher Candidate will be required to upload a copy of the signed and completed Internship Rubric to VIA at the end of the internship, and the University Supervisor will complete ratings within VIA to reflect the final rubric ratings.

Scoring Guidelines

3-Exceeds Standard: Candidates receive a score of 3 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.

2-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 2 have successfully met the standard.

1-Does not meet standard: Candidates receive this score when their understanding and effort does not meet the Target. Candidates who receive a 1 have not successfully met the target.

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
InTASC Standard 1: Learner Development				
IT 1. <i>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.</i>	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.	
InTASC Standard 2: Learner Differences				
IT 2. <i>The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i>	The evidence indicates that the Candidate demonstrated only partial familiarity with the learners' backgrounds (analysis of learners' readiness for learning and prior experiences) and/or was unable to use this information to inform instruction to meet the needs of the learner.	The evidence indicates that the Candidate demonstrated familiarity with groups' and individual learners' backgrounds (analysis of learners' readiness for learning and prior experiences) and was able to use this information to inform instruction to create a positive culture of respect and rapport in the classroom that meets the needs of all learners.	The evidence indicates that the Candidate demonstrated a deep understanding of each learner's background and was able to use this information to inform instruction that meets the needs of all learners and articulates the connection between specific strategies, content and delivery to meet the needs of individual learners and groups of learners in the classroom.	
InTASC Standard 3: Learning Environment				
IT 3. <i>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.</i>	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.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC Standard 2: Learning Environments				
CEC 2a. <i>Creates an orderly and supportive environment by designing and managing routines.</i>	Candidate fails to design and manage classroom routines thereby fails to create an orderly and supportive environment.	Candidate creates an orderly and supportive environment by establishing consistent classroom routines.	Candidate actively analyzes the needs of the learners with exceptionalities in order to create an orderly and supportive environment. Candidate manages classroom routines and is responsive to the changing needs of an individual with an exceptionality.	
CEC 2b. <i>Teaches individuals with exceptionalities to give and receive meaningful feedback from peers and adults.</i>	Candidate allows students to give inappropriate feedback to peers and adults OR Candidate fails to provide instruction in how to appropriately receive meaningful feedback from peers and adults.	Candidate explicitly teaches individuals with exceptionalities to give and receive meaningful feedback from peers and adults.	Candidate explicitly teaches individuals with exceptionalities to give and receive meaningful feedback from peers and adults. Candidate provides multiple opportunities for practice of these skills.	
CEC 2c. <i>Organizes, develops, and sustains a safe, equitable, positive and supportive learning environment in which diversities are valued.</i>	Candidate organizes, develops, and sustains a safe, equitable, positive and supportive learning environment but fails to demonstrate that diversities are valued.	Candidate organizes, develops, and sustains a safe, equitable, positive and supportive learning environment in which diversities are valued.	Candidate solicits student input and provides opportunities for choice making in order to organize, develop and sustain a safe, equitable, positive and supportive learning environment. Candidate analyzes students' linguistic and cultural background and considers the class diversity while establishing the learning environment.	
CEC 2d. <i>Designs learning environments that encourage active participation in individual and group activities and encourage student independence.</i>	Candidate fails to design learning environments that encourage participation in individual and group activities or to encourage student independence.	Candidate designs learning environments that encourage active participation in individual and group activities and encourage increased independence.	Candidate integrates social skills instruction and strategies for enhancing motivation for each individual student and the group as a whole as they design learning environments that encourage active participation in individual and group activities and encourage student independence.	
CEC 2e. <i>Modifies the learning environment to manage behaviors, time, space, and materials to keep students with mild to moderate exceptionalities productively involved in learning.</i>	Candidate fails to modify the learning environment to manage behaviors to keep learners with exceptionalities productively involved in learning.	Candidate modifies the learning environment to manage behaviors, time, and space to keep learners with exceptionalities productively involved in learning. Candidate establishes clear classroom procedures.	Candidate modifies the learning environment to manage behaviors, time, space, and materials to keep learners with exceptionalities productively involved in learning. Candidate establishes clear classroom procedures, discourages disruptions, and promotes interaction with learners with exceptionalities.	
CEC 2f. <i>Demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each.</i>	Candidate demonstrates the ability to manage two or more classroom activities simultaneously but fails to provide attention to each.	Candidate demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each.	Candidate demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each. Candidate moves efficiently between and among activities, making adaptations as necessary to promote student success.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 2g. <i>Uses effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.</i>	Candidate is ineffective in using behavior management strategies to handle disruptive or destructive behavior.	Candidate uses effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.	Candidate plans and implements individualized behavior plans, which include effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.	
CEC 2h. <i>Promotes appropriate behavior through clear communication of realistic expectations while respecting and valuing individual differences and cultural diversity.</i>	Candidate fails to communicate high expectations for all learners with exceptionalities.	Candidate promotes appropriate student behavior through clear communication of realistic expectations for personal and social behavior.	Candidate promotes appropriate student behavior through clear communication of realistic expectations for personal and social behavior. Candidate describes an awareness of student behavior within the context of student background and cultural diversity.	
CEC 2i. <i>Uses the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities.</i>	Candidate uses behavior management strategies that do not meet the needs of the individual with exceptionalities.	Candidate uses the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities and implements the strategy with fidelity.	Candidate gathers background information on the individual with exceptionalities and uses this information in order to determine the most appropriate least intensive behavior management strategy. Candidate implements this strategy with fidelity, makes modifications as needed, and examines the efficacy of the strategy following the intervention.	
CEC 2j. <i>Establishes and maintains rapport with individuals with and without exceptional learning needs.</i>	Candidate fails to establish caring, friendly interactions or a rapport with individuals with and without exceptionalities.	Candidate establishes and maintains rapport with individuals with and without exceptionalities.	Candidate consistently establishes caring, friendly interactions and a positive rapport with individuals with and without exceptionalities.	
InTASC Standard 4: Content Knowledge				
IT 4: <i>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.</i>	The evidence indicates that the Candidate demonstrated knowledge of the content using explanations that were not always accurate and clear and/or was not able to provide an effective alternate explanation for learner misconceptions.	The evidence indicates that the Candidate displayed knowledge of the important content in the discipline by using content-related strategies that clearly identify how concepts related to one another, using developmentally appropriate terminology/ language to build an understanding of content for all learners.	The evidence indicates that the Candidate displayed extensive knowledge of the important concepts in the discipline by using multiple representations, multiple formats, and appropriate content - related strategies and developmentally appropriate terminology/language, including varied levels of questioning, a wide variety of experiences, and opportunities to build a higher - level of understanding of content for all learners.	
InTASC Standard 5: Application of Content				

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
IT 5: <i>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.</i>	The evidence indicates that the Candidate implemented teacher-directed lessons with limited use of problem solving and/or did not explore content through real-world and cross-curricular connections.	The evidence indicates that the Candidate used collaborative problem solving as a way to explore content that includes learner-led learning activities including cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking by the learners.	The evidence indicates that the Candidate used collaborative problem solving as a way to explore content with the majority of instruction being learner-led learning activities including real-world and cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking by the learners leading to a higher level of learner understanding of content.	
InTASC Standard 6: Assessment				
IT 6: <i>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.</i>	The evidence indicates that the Candidate provided limited opportunities for learners to demonstrate learning by using a variety of assessments therefore did not have opportunities of feedback or analysis of learner data to inform future instruction.	The evidence indicates that the Candidate provided effective feedback to learners on multiple instances of formative, summative, informal, and/or formal assessments and analyzed data to inform instruction.	The evidence indicates that the Candidate provided multiple opportunities for learners to demonstrate learning by using formative, summative, informal, and/or formal assessments. Assessments were differentiated to match a full rating of learner needs and abilities, and the Candidate consistently analyzed data to inform instruction, with a clearly articulated rationale for data-based instructional decisions.	
CEC Standard 4: Assessment				
CEC 4a. <i>Develops or modifies individualized assessment strategies.</i>	Candidate develops assessment strategies that are not individualized.	Candidate develops or modifies individualized assessment strategies and can articulate the purpose of each assessment.	Candidate develops or modifies individualized assessment strategies, can articulate the purpose of each assessment, and states links to student characteristics.	
CEC 4b. <i>Regularly monitors student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work.</i>	Candidate fails to monitor student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work.	Candidate regularly evaluates instruction and monitors progress of individuals with exceptionalities through observation and evaluation of student work.	Candidate plans and implements ongoing assessments to check for understanding and mastery of concepts through observation of students' performance and evaluation of their work and clearly communicates their assessment findings to the individual with exceptionalities and other key stakeholders.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 4c. <i>Conducts formal and informal assessments using appropriate technologies as supports.</i>	Candidate fails to conduct formal and informal assessments using appropriate technologies as supports.	Candidate administers formal and informal assessments using appropriate technologies as supports.	Candidate conducts formal and informal assessments using appropriate technologies as supports. Candidate demonstrates understanding of measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. Candidate demonstrates understanding of the appropriate use and limitations of various types of assessments.	
CEC 4d. <i>Keeps records of students' progress and problems and uses data from multiple sources to assess student learning.</i>	Candidate fails to keep records of students' progress or does not use student assessment data to make instructional decisions.	Candidate creates and maintains records of students' progress and problems and uses data from multiple sources to assess student learning.	Candidate maintains records of students' progress and analyzes assessment outcomes for individual and group learning to determine appropriateness of methods, design of assessment tools, clarity of criteria, and/or need for additional data.	
CEC 4e. <i>Analyzes, evaluates and reflects on student assessment data and instruction to make eligibility, program, and placement decisions.</i>	Candidate reviews assessment data and identifies links to current instructional plans but fails to analyze student assessment data or use the data in making eligibility, program, and placement decisions.	Candidate analyzes, evaluates and reflects on student assessment data in making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds.	Candidate uses individual and group progress data to identify specific adjustments needed to improve eligibility, program, and placement decisions for individuals with exceptionalities.	
InTASC Standard 7: Planning for Instruction				
IT 7: <i>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.</i>	The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with standards and/or use of prior knowledge.	The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives that used appropriate scaffolds and differentiation that address learner needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies aligned with standards, including College- and Career-Ready Skills, and connects to future learning.	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.	
InTASC Standard 8: Instructional Strategies				

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
IT 8: <i>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.</i>	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.	
CEC Standard 5: Instructional Planning and Strategies				
CEC 5a. <i>Selects and implements a variety of research-supported methods for academic and nonacademic instruction.</i>	Candidate selects and implements a variety of practices but fails to use research-supported methods.	Candidate selects and implements research-supported methods for academic and nonacademic instruction of individuals with exceptionalities.	Candidate consistently selects, adapts, and implements a variety of research-supported practices, using multiple methods, and embedding technology to differentiate academic and nonacademic instruction for individuals with exceptionalities.	
CEC 5b. <i>Candidate is responsive to student needs by selecting, adapting, and using instructional strategies and materials according to characteristics of individuals with exceptionalities.</i>	Candidate fails to select and adapt the teaching methods and materials for individuals with exceptionalities.	Candidate selects, adapts, and uses instructional strategies and materials according to characteristics of the individual with exceptionalities.	Candidate consistently responds to student needs by adapting the pace, teaching methods, materials, and uses feedback (including data) from individuals with exceptionalities.	
CEC 5c. <i>Uses responses and errors to guide instructional decisions and provide feedback to learners.</i>	Candidate fails to use responses and errors to guide instructional decisions and does not provide (or provides limited) feedback to learners.	Candidate uses responses and errors to guide instructional decisions and provide feedback to learners.	Candidate uses responses and errors to guide instructional decisions, provides formative feedback to learners with exceptionalities, and provides opportunities for student self-assessment.	
CEC 5d. <i>Identifies and teaches essential concepts, vocabulary, and content across the general curriculum.</i>	Candidate to identify OR explicitly teach essential concepts, vocabulary, and content across the general curriculum.	Candidate identifies and teaches essential concepts, vocabulary, and content across the general curriculum.	Candidate consistently identifies and explicitly teaches essential concepts, vocabulary, and content across the general curriculum.	
CEC 5e. <i>Demonstrates competence in using technology to achieve instructional objectives.</i>	Candidate fails to demonstrate competence in using technology that is available to teach students.	Candidate demonstrates competence in incorporating and implementing instructional and assistive technology into the educational program.	Candidate demonstrates an exceptional level of skill in using technology to teach students and seeks out opportunities to enhance his/her technology competence (e.g., PD training, contacts Assistive technology support).	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 5f. <i>Implements systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.</i>	Candidate fails to implement systematic instruction OR fails to teach accuracy OR fluency OR comprehension in content area reading and written language.	Candidate implements systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.	Candidate uses multiple opportunities within a lesson to systematically teach accuracy, fluency, or comprehension in content area reading and written language.	
CEC 5g. <i>Uses specialized instructional strategies.</i>	Candidate uses strategies that are not specialized for individuals with exceptionalities.	Candidate selects and uses specialized instructional strategies appropriate to the abilities and needs of the individual.	Candidate selects and uses specialized instructional strategies appropriate to the abilities and needs of the individual AND uses these strategies to facilitate integration into various settings.	
CEC 5h. <i>Uses communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.</i>	Candidate uses limited strategies to individualize the curriculum to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.	Candidate uses communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.	Candidate uses evidence based communication strategies, appropriate technology, collaboration with ELL teachers, and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.	
CEC 5i. <i>Uses task analysis to sequence, implement, and evaluate individualized learning objectives.</i>	Candidate develops instructional plans for learners with exceptionalities without the use of task analysis.	Candidate uses task analysis to sequence, implement, and evaluate individualized learning objectives.	Candidate uses task analysis to sequence, implement, and evaluate individualized learning objectives. Candidate also uses the task analysis to communicate student needs to other professionals.	
CEC 5j. <i>Prepares lesson plans to meet learning objectives and organizes material to implement these lesson plans.</i>	Candidate develops lesson plan that does not meet specific learning objectives OR Candidate fails to develop a lesson plan OR Candidate fails to organize materials to implement the lesson plan.	Candidate prepares lesson plans to meet specific learning objectives and organizes material to implement these lesson plans.	Candidate uses a wide variety of research-based educational practices and curriculum guidelines to develop lesson plans that meet the learning objective of learners with exceptionalities. Candidate organizes materials to implement these lesson plans.	
CEC 5k. <i>Plans a sequence of activities, which are focused on achievement of the instructional objective(s).</i>	Candidate plans a sequence of activities that is not focused on the achievement of the instructional objective(s).	Candidate plans a sequence of activities, which are focused on achievement of the instructional objective(s) and which use instructional time effectively.	Candidate plans a sequence of activities that is focused on achievement of the instructional objective(s) and builds off of students' prior knowledge, life experiences and interests.	
CEC 5l. <i>Makes responsive adjustments to instruction based on continual observations and ongoing assessment data.</i>	Candidate carries out lesson and unit plans without making adjustments based on student performance.	Candidate makes responsive adjustments to instruction based on continual observations and ongoing assessment data.	Candidate analyzes the effectiveness of student interactions and performance during learning experiences and incorporates immediate instructional changes as well as articulates changes for future instruction.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 5m. <i>Presents content accurately and instructions clearly.</i>	Candidate presents content inaccurately and instructions in an unclear manner.	Candidate presents content accurately and instructions clearly.	Candidate presents content accurately and instructions clearly using a variety of presentation modalities.	
CEC 5n. <i>Provides opportunities for learners with mild to moderate exceptionalities to participate actively and successfully in classroom environment.</i>	Candidate provides only one level of instruction for the entire class.	Candidate provides opportunities for learners with exceptionalities to participate actively and successfully in classroom environment.	Candidate evaluates assessment data to develop individual and group profiles that reflect progress of all students with exceptionalities and uses these profiles to design and provide opportunities for learners with exceptionalities to participate actively and successfully at different levels.	
InTASC Standard 9: Professional Learning and Ethical Practice				
IT 9: <i>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.</i>	The evidence indicates that the Candidate did not participate in professional development; participated in professional development not relevant to needs identified through ethical and responsible self-reflection	The evidence indicates that the Candidate used self-reflection to identify professional development opportunities relevant to learning and applied activities in their teaching in an ethical and responsible manner.	The evidence indicates that the Candidate consistently used self-reflection to identify professional development opportunities relevant to improving teaching and learning for specific groups of learners and successfully made systematic application of activities in their teaching in an ethical and responsible manner.	
CEC Standard 6: Professional Learning and Ethical Practice				
CEC 6a. <i>Exhibits a commitment to practice within the CEC Code of Ethics.</i>	Candidate provides examples of how his/her practice adheres to CEC Code of Ethics.	Candidate can describe and provide examples of his/her commitment to practice within the CEC Code of Ethics.	Candidate can describe and provide examples of his/her commitment to practice within the CEC Code of Ethics. Candidate can describe the value of adhering to professional standards.	
CEC 6b. <i>Demonstrates commitment to developing educational and quality of life potential of individuals with exceptionalities.</i>	Candidate fails to articulate how his/her instruction links to the development of educational and quality life potential of individuals with exceptionalities.	Candidate demonstrates, through instruction and rapport with students, a commitment to developing educational and quality of life potential of individuals with exceptionalities.	Candidate demonstrates, through instruction and rapport with students, a commitment to developing educational and quality of life potential of individuals with exceptionalities. Candidate can articulate accurate ideas of link between instruction and education and quality of life potential for individuals with exceptionalities.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 6c. <i>Reflects on his/her professional practice.</i>	Candidate displays no evidence of the ability or willingness to reflect on effectiveness, is unaware of effectiveness or student learning.	Candidate shows evidence of reflecting on his/her professional practice.	Candidate reflects upon, interprets, and communicates evidence of one's own effectiveness as a teacher, including evidence of success in fostering student progress in learning. Candidate uses evidence of effectiveness in planning for further instruction.	
CEC 6d. <i>Observes school policies and procedures.</i>	Candidate violates school policies and procedures.	Candidate observes school policies and procedures.	Candidate consistently observes and enforces school policies and procedures.	
CEC 6e. <i>Demonstrates effective oral communication skills.</i>	Candidate's oral communication is difficult to understand or follow, making it ineffective.	Candidate demonstrates effective oral communication skills.	Candidate demonstrates highly effective oral communication skills making material presented verbally easy to understand and follow.	
CEC 6f. <i>Demonstrates effective written communication skills.</i>	Candidate's written communication is difficult to understand or follow, making it ineffective.	Candidate demonstrates effective written communication skills.	Candidate demonstrates highly effective written communication skills making material presented in writing easy to understand and follow.	
CEC 6g. <i>Demonstrates commitment to engage in research-supported practices.</i>	Candidate fails to use research-supported practices in instruction.	Candidate demonstrates commitment to the use of research-supported practices in instruction.	Candidate demonstrates a commitment to the use of research-supported practices AND can articulate a clear rationale for doing so.	
CEC 6h. <i>Engages in professional activities that benefit individuals with exceptionalities, their families, and his/her colleagues.</i>	Candidate fails to demonstrate concept of oneself as a lifelong learner OR does not actively plan and engage in professional activities that foster professional growth OR does not keep current with evidence-based best practices.	Candidate engages in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues. Candidate actively plans and engages in professional activities that foster professional growth.	Candidate demonstrates concept of oneself as a lifelong learner by actively planning and engaging in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues AND keeps current with evidence-based best practices, AND shares new information with colleagues in a collaborative manner.	
InTASC Standard 10: Leadership and Collaboration				
IT 10: <i>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.</i>	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.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC Standard 7: Collaboration				
CEC 7a. <i>Communicates regularly with parents and involves them in problem solving and learning activities.</i>	Candidate fails to provide evidence of planning to collaborate with parents.	Candidate communicates regularly with parents and involves them in problem solving and learning activities.	Candidate communicates regularly with family members and collaborates in order to increase student learning through and to engage additional support when needed.	
CEC 7b. <i>Engages in productive relationships with other educators, service providers, and personnel from community agencies.</i>	Candidate fails to provide evidence of engaging in productive relationships with other educators, service providers, and personnel from community agencies.	Candidate engages in productive relationships with other educators, service providers, and personnel from community agencies.	Candidate examines, interprets, and communicates evidence of one's own effectiveness as a collaborator. Candidate demonstrates an ability to work with others as equals.	
CEC 7c. <i>Maintains confidential communication about students with mild to moderate exceptional learning needs.</i>	Candidate shares confidential information about students with exceptional learning needs with outside parties.	Candidate maintains confidential communication about students with exceptional learning needs.	Candidate maintains confidential communication about students with exceptional learning needs and is observed stressing the importance of confidentiality with other stakeholders including paraprofessionals.	
CEC 7d. <i>Fosters respectful and beneficial relationships between families and professionals.</i>	Candidate is disrespectful when dealing with families and professionals.	Candidate fosters respectful and beneficial relationships between families and professionals.	Candidate fosters respectful and beneficial relationships between families and professionals and uses clinical judgment in order to continuously improve communication and collaboration efforts.	
CEC 7e. <i>Collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings.</i>	Candidate shows no evidence of collaborating with school personnel and community members in integrating individuals with exceptional learning needs into various settings.	Candidate collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings.	Candidate examines, interprets, and communicates evidence of one's own effectiveness as a collaborator. Candidate demonstrates the ability to successfully integrate individuals with exceptional learning needs into various settings and analyzes the efficacy of these integration approaches.	
CEC 7f. <i>Observes, evaluates, and provides feedback to paraeducators.</i>	Candidate fails to observe, evaluate and provide feedback to paraeducators.	Candidate observes, evaluates, and provides feedback to paraeducators.	Candidate observes, evaluates, and provides feedback to paraeducators in a proactive manner, and works actively for the betterment of teaching and learning in the classroom.	
CEC 7g. <i>Communicates effectively with school personnel and families about the characteristics and needs of individuals with exceptionalities.</i>	Candidate does not communicate with families OR Candidate fails to establish an appropriate rapport with families and/or colleagues.	Candidate communicates effectively with school personnel and families about the characteristics and needs of individuals with exceptionalities.	Candidate communicates effectively with school personnel, families, and other related stakeholders about the characteristics and needs of individuals with exceptionalities.	



Assessment B

Teacher Candidate Dispositions Rating

*Note: The disposition rubric should be completed on paper collaboratively by the University Supervisor and Mentor Teacher for the Candidate. The University Supervisor will then enter the rubric ratings online in VIA.

Candidate Name and G#: _____
Assessor: _____

Course with Section: _____
Date Assessed: _____

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

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

Directions for assessors

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

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

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

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

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

Faculty/Mentor Assessment of Dispositions

Professional Responsibility (InTASC 9)				
The Candidate demonstrates professional responsibility with the following actions and words:	Not demonstrated ND	Not Proficient 1	Proficient 2	Highly Proficient 3
<i>The Candidate exhibits professional behaviors (on time, professional dress, prepared for teaching, etc.)</i>				
<i>The Candidate self-reflects, self-regulates, and modifies behavior based on feedback.</i>				
<i>The Candidate exhibits integrity and ethical behavior.</i>				
Comments or notes:				
Collaboration and Leadership (InTASC 10)				
The Candidate demonstrates collaboration and leadership with the following actions and words:	Not demonstrated ND	Not Proficient 1	Proficient 2	Highly Proficient 3
<i>The Candidate exhibits teamwork and collaborates in professional interactions.</i>				
<i>The Candidate takes initiative appropriately.</i>				
<i>The Candidate seeks to understand and address challenges by initiating, advocating, or leading activities to improve and support my learning and the learning of others.</i>				
Comments or notes:				
Cultural Responsiveness (Learner and Learning)				
The Candidate demonstrates cultural responsiveness with the following actions and words:	Not demonstrated ND	Not Proficient 1	Proficient 2	Highly Proficient 3
<i>The Candidate treats individuals in an unbiased manner.</i>				
<i>The Candidate supports those around them to be successful.</i>				
<i>The Candidate demonstrates through their actions/interactions that diversity as an asset.</i>				
Comments or notes:				
High Expectations for Learning (Instructional Practice)				
The Candidate demonstrates high expectations for learning with the following actions and words:	Not demonstrated ND	Not Proficient 1	Proficient 2	Highly Proficient 3
<i>The Candidate takes responsibility for the learning of those with whom they collaborate or lead.</i>				
<i>The Candidate holds high expectations for stakeholders (e.g., students, peers, faculty, families).</i>				
<i>The Candidate monitors and assesses learning to provide feedback to others and reflect and alter actions individually and as part of a team.</i>				
Comments or notes:				

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

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

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

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

NOTE: In Special Education programs, please contact the Academic Program Coordinator if the candidate scores a “1” for more than one rating OR if the candidate continues to score a “1” multiple times in a semester.

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

Supplemental Materials

University Supervisors Tech Tips

Accessing Your Blackboard Course Site

- Log-in to myMason portal: <https://mymasonportal.gmu.edu>
- Click on “Courses” and select your section of EDSE 783/784/785
- Verify you have access to the syllabus on the “Syllabus” page
- All other preset sections should be set up for you. If you have any questions on your Blackboard course site, contact Kristen O’Brien (kmerril2@gmu.edu)
- Please note that as of Summer 2020, internship Blackboard sites are shared by multiple University Supervisors. Thus, any announcements or emails sent to your Teacher Candidates should be communicated via your Mason email account (remember to BCC Teacher Candidates if you are emailing more than one at a time). Similarly, please do not add any sections to the Blackboard course site.

CEHD VIA Directions:

- As of Fall 2020, we switched from Tk20 to a new online assessment system – VIA. Similar to Tk20, University Supervisors and Teacher Candidates will access VIA through a web link that will be embedded in your Blackboard course. No additional username or password information is needed.
- Teacher Candidates will submit their required uploads through the VIA web link that is posted on the Blackboard site (in the Assessments page). You will also access the submitted documents and score the required documents through the same VIA web link (posted on Blackboard in the Assessments page).
- Kristen O’Brien will set up the VIA web link for you.
- Information on how to access and score documents uploaded to VIA can be found at this website: <http://cehd.gmu.edu/aero/assessments/>
- All VIA related questions can be directed to Tracy at: VIAhelp@gmu.edu

Blackboard & VIA Responsibilities

The following table lists the Blackboard tasks completed by the Teacher Candidate and University Supervisor.

Document	Blackboard Upload Area	Teacher Candidate Actions	University Supervisor Actions
Form 1- <i>Log of Hours</i>	Forms page	Upload all completed and signed pages of the <i>Log of Hours</i> <u>after</u> the final conference	Verify Teacher Candidate’s upload is complete
Form 2- <i>Internship Summary and Final Grade</i>	Forms page	Upload the completed and signed <i>Summary of Placement, Supervisors, Hours, and Final Grade</i> (Form 2) <u>after</u> the final conference	Verify the Teacher Candidate has uploaded the completed and signed <i>Summary of Placement, Supervisors, Hours, and Final Grade</i> document (Form 2)
Form 3- <i>Observation Summary Report</i>	Forms page	Upload all completed and signed Summary Observation Reports completed during the semester	Verify Teacher Candidate’s uploads are complete
Form 4- <i>Weekly Reflection</i>	Forms page	Upload completed <i>Weekly Reflection</i> forms after University Supervisor feedback has been provided	Verify Teacher Candidate’s uploads are complete

Assessment A: <i>Internship Rubric</i>	Assessments page (VIA link)	Upload all completed and signed pages of the Internship Rubric after the final conference (note: upload the entire rubric, including the signature page and all rubric pages)	Verify the Teacher Candidate has uploaded all completed and signed pages of the Internship Rubric to VIA. After verifying the rubric upload, score the VIA internship rubric.
Assessment B: <i>Teacher Candidate Dispositions Rating</i>	Assessments page (VIA link)	No upload required	Completes online VIA rubric for the <i>Dispositions</i> ratings

Submitting Final Paperwork

As of Fall 2019, the University Supervisor is no longer required to submit completed and signed documentation forms to the college. All documentation will be completed on Blackboard. The University Supervisor must verify that all Blackboard uploads are complete before submitting final grades (see chart above).

Submitting Final Grades

The University Supervisor will submit Teacher Candidate final grades (pass/fail) using the Patriot Web system:

1. Open Patriot Web: <https://patriotweb.gmu.edu/>
2. You will be directed to a login page. In the username section, include your GMU username (front part of your GMU email address). Then enter your password (same password as for Blackboard or email) and click login.
3. You will be directed to a homepage that should say “Welcome, (your name here)” at the top. Click on Faculty and Advisor Services.
4. At the next page, click on Final Grades.
5. Select a term from the drop down menu. Click Submit.
6. Choose the CRN/course. Click Submit.
7. You will then see a page that has a list of your students and a column to choose the final grade for each for the course. Enter the grades using the drop down menu. At the bottom of the page, when you have finished, hit Submit.
8. You will need to complete this entering of grades and hitting “submit” for each CRN that you have for your courses or interns.
9. Once you have completed all of your final grades, log out of PatriotWeb. You are finished!

Resources

- CEHD VIA Website: <http://cehd.gmu.edu/aero/assessments/>
 - Questions about VIA can be directed to Tracy at: VIAhelp@gmu.edu
- Any other questions can be directed to Kristen O’Brien at kmerril2@gmu.edu

The Active Teaching Model: Lesson Plan Format A

Date:

Topic:

Lesson objective:

Previous lesson summary:

Next lesson summary:

<p>Phase I – Structuring/Advance Organizer</p> <ul style="list-style-type: none"> • Step by step description of how you will: <ul style="list-style-type: none"> ○ State lesson rules and expectations for behavior (to facilitate attention to task) ○ Link information in today’s lesson to prior knowledge/experience ○ Identify key points of today’s objective on board 	
<p>Phase II – Active Demonstration & Guided Practice</p> <ul style="list-style-type: none"> • Step by step description of how you will: <ul style="list-style-type: none"> ○ Provide demonstration ○ Model ○ Provide varied examples of the concept followed by non-examples ○ Provide guided practice with student verbalization of underlying rule or principle ○ Assess student understanding ○ Pre-cue or prompt student response throughout 	
<p>Phase III – Independent Practice and Assessment</p> <ul style="list-style-type: none"> • Step by step description of how you will: <ul style="list-style-type: none"> ○ Provide student with independent practice ○ Assess their understanding ○ Close or sum (firm-up) for fluency/automaticity 	

The Active Teaching Model: Lesson Plan Format B

Teacher:

Date:

Subject and Grade:

Type of student grouping (e.g., whole group, small group, 1-on-1):

Number of students in group:

Big Idea(s):

1. Lesson Objectives:

What are the objectives for student learning in the lesson?

What SOLs or IEP goals relate to this lesson?

2. Prerequisite Skills:

What prior knowledge and/or experience(s) do students need to bring to this lesson? What information should they transfer/activate from previous lessons/experiences?

3. The Lesson:

Opening:

Describe the activities you have planned for the Opening of the lesson (e.g., how you will gain students' attention, state the goal of the lesson, discuss the relevance of the target skill, and activate prior knowledge).

Body:

Describe the activities you have planned for the Body of the lesson.

Modeling (I do) with examples and non-examples:

Guided/prompted practice (we do):

Independent practice (you do):

Closing:

Describe the activities you have planned for the Closing of the lesson (e.g., a review of what was learned, a preview of the next lesson, any assigned independent work).

4. Accommodations:

Will any students need specific accommodations in this lesson? If so, describe what specific accommodations you will make for these students' needs.

5. Materials:

What instructional materials will you use in the lesson?

What technology (if any) will you use in this lesson?

6. Evaluation:

How and when do you plan to evaluate student learning on the content of this lesson?