

George Mason University

College of Education and Human Development

College of
EDUCATION & HUMAN DEVELOPMENT



Promoting Learning & Development Across the Lifespan

Secondary Education Program Internship Handbook

2017-2018

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Introduction

Welcome to the teacher candidate internship. During your 16-week internship you will be working with a mentor teacher and a university supervisor to complete the requirements for teacher licensure. The internship requires you to gradually assume the full time teaching duties of your mentor teacher. You will be expected to create, plan, and teach lessons that meet the curriculum adopted by your assigned school and the standards set by the national association that governs your subject area.

As a part of EDCI 490/790, the internship requires a minimum of 300 hours of direct and indirect teaching. In addition to planning lessons, creating assessments, and grading assignments you are expected to complete the common assessments and all assignments required by your university supervisor.

You will also be required to enroll in the weekly seminar (EDCI 491/791) that provides additional support to all teacher candidates throughout the internship.

The teacher candidate internship is a major time commitment for you, your mentor teacher, and your university supervisor. The internship should be viewed as a process during which you grow as a teacher and demonstrate your ability to meet the standards required for teacher licensure in your subject area.

This handbook is designed to provide all of the information you need to meet the requirements of the course and teacher licensure. You are responsible for reading the handbook, completing the assignments and assessments in a timely manner, and submitting proof of completion of all requirements to your university supervisor by the end of your 16-week internship.

Time Requirements

Hours	300 hours minimum to meet licensure requirements (150 direct teaching and 150 hours indirect teaching)
Total Weeks	16 weeks (If and when you exceed your required hours during the internship, you must still continue with your internship for the full 16 weeks in order to honor our commitment to our local school division partners, as well as for your own professional development)
Direct Teaching Weeks	The weeks of your internship during which time you will assume all aspects of instruction and associated teaching duties.

Important Definitions

Direct Teaching

Direct teaching activities include any time a teacher candidate is directly instructing students or facilitating their learning. This may include whole class instruction, working one-on-one with a student, or facilitating small group work.

Indirect Teaching

Indirect teaching activities include time spent planning, observing other teachers, grading student work, attending meetings, engaging in professional development, and other activities related to instruction.

On-Site Expectations

NOTE: If a candidate does not comply with the following on-site expectations, school divisions have the right to request the candidate's removal from the placement. If such a removal is requested, it is highly unlikely a second placement location for the semester will be approved for the candidate.

Attendance

Candidates are required to follow the mentor teacher's daily schedule. Candidates must be punctual and remain on duty during the contractual school day. 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 candidate is absent on a day when the candidate is scheduled to teach, lesson plans and materials must be provided to the mentor teacher before class begins.*

Holidays and Vacations

Candidates must follow the academic calendar of their assigned school; Mason may have days off that the school does not.

Substitute Teaching

The Educator Preparation Office strongly recommends that all CEHD students in licensure programs consider applying to work as substitute teachers in one or more of the local public school divisions. This will provide many benefits, including:

- exposure to a wide variety of grade levels, content areas, schools, school divisions, teacher planning/teaching/assessment methods, and familiarity with local communities;
- early notice of any issues and/or delays in processing a student's background check & fingerprinting, which will be done again for future field experiences and internships;
- opportunities to make valuable connections (and a great impression!) with local teachers, administrators, school division HR personnel, and others in the field.

The Educator Preparation Office, in consultation with our local school administrators and central office personnel, notes to licensure programs that substitute teaching during internship is allowed, under the following conditions, all of which must be met:

- students must already be fully hired and trained as a substitute in their internship location's school division prior to any substitute teaching;
- students may only substitute in the classroom of their mentor teacher with the building administrator's advance knowledge and permission;
- students may only substitute in the classroom of their mentor teacher when the mentor teacher is absent due to illness, family emergency, or required professional development;
- students may only substitute for their mentor teacher at or past the mid-point of their internship;
- students may not count hours spent substitute teaching towards their direct/indirect hours requirements for licensure.

Additionally, students at the undergraduate level should note that school divisions typically require a certain number of completed college credit hours in order to apply to substitute teach. (Working as a substitute instructional assistant is possible in most districts with a high school diploma). The number of completed college credits required varies by division - please see school divisions' websites for more details.

Personal Appearance and Professional Conduct

Candidates must dress professionally and exhibit professional behavior in their assigned school. Candidates must read their assigned school's faculty handbook and conform to the professional expectations of that school.

Roles and Responsibilities

The internship is regarded as the single most important component of teacher education. The effectiveness of any internship depends upon the degree to which each member fulfills his or her responsibilities and establishes good working relationships. Frequent and open communication is essential. It is particularly important that the university supervisor and mentor teacher work as a team to provide support and guidance to the candidate.

Candidate Roles and Responsibilities

The internship should be a time of significant personal and professional growth. For most candidates, it is hard work, exciting, and stressful because there is so much to learn. Flexibility in adapting to differences in school

cultures, teaching styles, supervisors' philosophies, and student needs will reduce anxiety and increase growth. Candidates will be expected to participate fully in the following aspects of the classroom teaching experience:

- Arrange an introductory conference with the mentor teacher as soon as placements are confirmed
- Attend a required initial orientation session on campus with the university supervisor
- Remain professional, responsible, and courteous at all times
- Maintain the same hours as the mentor teacher except for attendance at group meetings that are scheduled by the university supervisor
- Assist with all mentor teacher duties (e.g., bus and lunch duties) which are a regular part of the school day
- Gradually assume greater responsibilities for instructions in the classroom. The timeline for taking over all teaching responsibilities is to be developed with the candidate, mentor teacher, and university supervisor
- Complete all assignments and common assessments as outlined in this handbook and assigned by the university supervisor
- Participate as a team member in seminars and school reform initiatives
- Complete seminar coursework with diligence; course assignments are integrated with the internship experience
- Complete the GoReact video recording and reflection assignments—minimum Classroom Tour and minimum three interim video observations, following each of the university supervisor's first three formal observations
- Complete the CLT/ISL Assessment*
- Complete at least 3 Exploratory Activities*
- Complete the Internship Evaluation Rubrics (InTASC and subject-specific) at midterm and the end of the internship*
- Accept responsibility for completion of all reports described in the handbook in a timely manner
- Inform mentor teacher, university supervisor, and Clinical Practice Specialist in writing if for any reason the internship cannot be completed
- Complete electronic evaluation of the internship process, mentor teacher and university supervisor

**Complete descriptions of these assignments appear later in this handbook and/or are provided on the EDCI 490/790 Blackboard or Internship Organization websites*

Mentor Teacher Roles and Responsibilities

The mentor teacher is expected to share supervisory and evaluation responsibilities for the internship with the university supervisor. In addition to being a mentor and coach, they serve in a number of critical roles:

- Specifies, during the introductory conference, overall goals and specific objectives of the school system and how they relate to the candidate, and offers ongoing support to meet these objectives throughout the internship
- With the candidate and university supervisor, develops a plan for the candidate to accomplish internship assignments and assessments using appropriate guidelines and rubrics
- Assists the candidate in meeting the school division, university and classroom requirements
- Provides feedback and support to the candidate on an ongoing basis
- Completes a minimum of four formal observation reports using Appendix B)
- Provides written feedback to the candidate using Internship Informal Observation Form (Appendix C)
- Analyzes and provides feedback via GoReact video recording and reflection assignments—a minimum three interim video observations, following each of the university supervisor's first three formal observations
- Assists the teacher candidate in creating and executing the ISL/CLT Assessment
- Contacts the university supervisor as soon as any concerns arise so corrections can be implemented

- Conducts electronic or in-person conferences with the university supervisor as needed to review the candidate's progress
- Includes the candidate in all appropriate teaching duties (e.g., IEP conferences, parent/family conferences, related phone calls, child study meetings, faculty meetings, professional development)
- Participates in seminars between and among candidates, university supervisors, and others involved in the secondary school efforts
- Follows all documenting policies listed in the "Documentation" section of this handbook
- Completes electronic evaluation of internship placement process, candidate and university supervisor
- Attends mentor orientations/trainings as available

University Supervisor Roles and Responsibilities

The university supervisor serves as a link between the school and the university, providing support and guidance to candidates and the mentor teacher. The university supervisor supports the coaching, supervisory, and evaluative functions carried out by the mentor teacher. The university supervisor also plays an important role in facilitating communication and in providing additional feedback and assistance for the candidates. The university supervisor serves in a number of specific roles:

- Maintains contact with the candidates throughout the clinical experience
- Observes, records, reflects upon and analyzes practices and performance data to improve the quality of the internship
- Weekly reviews all assignments and assessments the candidate uploads to BlackBoard, giving feedback on the assignments and grading the assessments using the provided rubric as required
- Performs four formal observations of the teacher candidate and provides the candidate with written documentation of the observations using Appendix B
- Reviews and comments on video assignments in GoReact—minimum Classroom Tour and three interim video observations, following each of the university supervisor's first three formal observations
- Supervises and assesses the ISL/CLT Assessment
- Collects from the candidate all documentation according to the policies listed in the "Documentation" section of the handbook
- Evaluates the candidate's internship experience and submits a grade to the Clinical Practice Specialist and/or appropriate faculty member
- Completes electronic evaluation of internship process, candidate, and university supervisor

Principal and Administrator Roles and Responsibilities

Secondary school administrators foster professional norms of competence and quality learning environments for teachers and students. The principal/administrator does the following:

- Oversees the process for identification of quality placement candidates
- Includes candidates in scheduled meetings, orientation training, and staff development activities
- Serves as an intellectual resource for secondary school teachers, university supervisors, and candidates
- Aligns organizational structures and resources to reinforce stated goals of the school (e.g., ensures the teachers have access to available technology training and application within the classroom)
- Supports university supervisors, mentor teachers, and others to improve instructional outcomes
- Involves candidates as part of the faculty
- Ensures the mechanisms are in place to help parents participate in and understand internship goals
- Works for continuous school improvement and the professional growth of administration, faculty and candidates

Common Assessments

This section contains the information for the common assessments each teacher candidate will complete over the course of the internship. The candidate is responsible for meeting all requirements for each of these assessments. In order to ensure all requirements are met, the candidate should read the description of each assessment, review the associated rubrics and get support and clarification from the university supervisor as needed.

- **Impact on Student Learning/Collaborative Learning Team Assessment:** To be completed by the candidate as assigned by the university supervisor; requires feedback from the mentor teacher
- **Internship Midterm and Final Evaluation Rubrics** (both InTASC and subject-specific forms, to be used at midterm and final evaluation): To be completed by the candidate as assigned by the university supervisor; requires input from the mentor teacher
- **Assessment of Dispositions:** To be completed by mid-point of internship, after discussion among supervisor, mentor and intern; supervisor uses link provided in Blackboard under the “Assessments” tab and interns use the following subject specific, designating “Internship” as “event/course”:
 - Secondary English (GR & UG): <https://www.surveymonkey.com/r/S3JXKBF>
 - Secondary Math (GR & UG): <https://www.surveymonkey.com/r/S3RWJ2V>
 - Secondary Sciences: <https://www.surveymonkey.com/r/S3X2PQ9>
 - Secondary History/Social Studies: <https://www.surveymonkey.com/r/S33HYQH>

Internship Midterm and Final Evaluations

Midterm Evaluation Procedure

The midterm evaluation is used to document the teacher candidate’s progress and to highlight areas for improvement. The teacher candidate and the mentor teacher, working together, complete the Internship and Technology Evaluation Rubric (Appendix A) and the subject-specific evaluation rubric found in BlackBoard.org and email the completed rubrics to the university supervisor at least two days before the midterm conference.

The university supervisor will review the completed rubrics and be prepared to discuss any areas of interest, concern, or contrast. In addition, the midterm conference should be used to review the teacher candidate’s progress on the common assessments—including the dispositions form—and provide guidance in the completion of the common assessment tasks.

Final Evaluation Procedure

The scores on the final InTASC and subject-specific evaluations are used to determine the teacher candidate’s eligibility for licensure. The teacher candidate, in concert with the mentor teacher, will complete the InTASC and subject area rubrics and submit them to the university supervisor at least 2 days prior to the scheduled final conference. The supervisor will review the rubrics and be prepared to discuss any areas of interest, concern, or contrast. The final version of both rubrics will be signed by the teacher candidate, mentor teacher, and university supervisor and uploaded to BlackBoard under the assessments tab. The university supervisor will enter the scores on the rubric provided in BlackBoard. In addition, the supervisor will submit paper copies as required by the college.

Exploratory Activities

Candidates should participate in at least three (3) exploratory activities such as attending school functions or investigating school support programs to enhance their knowledge of the school environment. The candidate must not have teaching responsibilities in the classroom when engaging in these activities. The Exploratory Activities Form (Appendix F) should be completed for each activity observed and the completed form should be uploaded to BlackBoard under “Assignments.”

Exploratory Activity Options

It is important for the candidate to be aware of programs and activities that exist outside the classroom that support and enhance student learning. The list below offers some suggestions for exploratory activities. Consult with your mentor teacher, university supervisor, and school administration for specific opportunities that might be most appropriate.

- Special programs/Specialists/School Personnel
 - Guidance department
 - Special Education
 - English for Speakers of Other Languages (ESOL)
 - Team teaching arrangements
 - Reading specialist
 - Technology specialist
 - Peer Helping and Peer Mediation
 - Middle School – special programs, including reading specialist, math
 - Administrators
 - Electives – journalism, art, music, professional/technical classes
- Extracurricular activities
 - Assemblies
 - Sports
 - Pep rallies
 - Interest clubs
 - School dances
 - Get involved! Look to mentor teacher and colleagues who sponsor activities
 - Cafeteria during lunch
- Meetings
 - Service organizations
 - Tutoring/mentoring
 - Team parent conference
- Other level activities (middle school/high school)
 - Clubs/extracurricular activities

Documentation/Assignments

The appendices of this manual include forms that must be submitted to the Clinical Practice Specialist at George Mason University (forms may be copied as needed). Folders containing other forms and information for candidates, university supervisors, and mentor teachers are distributed by the Clinical Practice Specialist. These folders should be used to keep records and to submit documentation to the Clinical Practice Specialist at the end of each semester. A breakdown of which documentation should be submitted is listed below.

Mentor Teacher

Form	How Form Should Be Used
Appendix A Internship and Technology Evaluation Rubric	After week six or seven, the teacher candidate and the mentor teacher collaboratively complete and discuss this form with the university supervisor. At the end of the 16-week internship, the mentor and the university supervisor determine the candidate's grade by reaching a consensus.
Subject Specific Evaluation Rubric	Refer to your content standards evaluation form in BlackBoard.org. After week 6 or 7 the teacher candidate and mentor teacher collaboratively complete this form and submit it to the university supervisor for review. After the review, the teacher candidate uploads the completed signature page to BlackBoard.
Appendix B Internship and Technology	Provide these to the candidate and the university supervisor at least four times during the internship.

Observation Form	
Appendix C Informal Observation and Feedback Report	Complete these forms and discuss the results with the candidate at least four times throughout the internship.
Appendix E Internship Mentor Teacher Weekly Update	Complete this form weekly, discuss it with the teacher candidate and then teacher candidate uploads it to BlackBoard

Teacher Candidate

Form	How Form Should Be Used
Appendix A Internship and Technology Evaluation Rubric	Candidate, with input from the mentor teacher, completes this rubric for the midterm and final evaluation and submits it to the university supervisor
Subject Specific Evaluation Rubric	Refer to your content standards evaluation form in BlackBoard.org. After week 6 or 7 the teacher candidate and mentor teacher collaboratively complete this form and submit it to the university supervisor for review. After the review, the teacher candidate uploads the completed signature page to BlackBoard.
Appendix B Internship and Technology Observation Form	Candidate, mentor teacher, and university supervisor sign this form at midterm and final evaluation. Candidate uploads the completed form to BlackBoard
Appendix C Informal Observation and Feedback Reports	Candidates and mentor teachers initiate these forms. Forms should be submitted to the university supervisor following discussion.
Appendix D Internship Weekly Reflection and Record of Hours	Complete weekly and upload to BlackBoard
Appendix E Internship Mentor Teacher Weekly Update	Mentor teacher completes this form and candidate uploads completed form to BlackBoard weekly
Appendix F Exploratory Activities	Candidate must participate in three or more exploratory activities and document each. Documentation must be turned into university supervisor.
Appendix G Impact on Student Learning/Collaborative Learning Team Assessment	University supervisors must use the subject specific assignment description and rubric to assess the candidate's Impact on Student Learning/Collaborative Learning Team Assessment. Final assessment of this assignment must be completed by the university supervisor and assessed in Tk20 (or other LMS as designated).
Appendix H Lesson Plan Template	During direct teaching, candidates must provide lesson plans for prior review by the mentor teacher and university supervisor. The candidate will not be allowed to teach without approved lesson plans.
Appendix J Total Candidates Weekly Hours Log	This form is completed at the end of the semester to verify the teacher candidate has completed the required hours.

The lesson plan format is designed to 1) help the candidate plan discipline-related content in their methods courses; 2) facilitate the candidate's breakdown of all aspects of planning for meaningful learning experiences; 3) enable the candidate and mentor teacher to discuss particular aspects of teaching; and 4) provide a framework for discussion about teaching practice by the candidate, university supervisor, and mentor teacher.

University Supervisor

Form	How Form Should Be Used
Appendix A Internship and Technology Evaluation Rubric	After week six or seven, the candidate and the mentor teacher collaboratively complete and submit this form to university supervisor for review. At the end of the 16-week clinical experience, the mentor teacher and the university supervisor determine the grade by reaching a consensus. Submit to the Clinical Practice Specialist.
Subject Specific Evaluation	Refer to your content standards evaluation form in BlackBoard.org. After week 6 or 7 the teacher candidate and mentor teacher collaboratively complete this form and submit it to the university supervisor for review. After the review, the teacher candidate uploads the completed signature page to BlackBoard.
Appendix B Internship and Technology Observation Form	University supervisors should observe their candidates at least four times during the 16-week internship; university supervisors provide their candidates and the mentor teacher with a written evaluation of each classroom observation. Submit to the Clinical Practice Specialist.
Appendix G Impact on Student Learning/Collaborative Learning Team Assessment	University supervisors must use the subject specific assignment description and rubric to assess the candidate's Impact on Student Learning/Collaborative Learning Team Assessment. Final assessment of this assignment must be completed by the university supervisor and assessed in Tk20 (or other LMS as designated).
Appendix I Summary of Clinical Experience	Determine the final grade for the candidate on this form. This document contains the information needed to process the candidate's request for licensure, and is kept as a permanent record. Submit to the Clinical Practice Specialist.
Appendix J Total Candidate's Weekly Hours	Candidate completes this form and university supervisor submits it to Clinical Practice Specialist

Grading Policies

The mentor teacher and the university supervisor shall determine the final grade jointly after consultation. If they cannot agree, the Academic Program Coordinator for Secondary Education will determine the grade based on a review of the documentation and consultation with faculty and, if necessary, observation of the candidate's performance. In some cases, a grade of No Credit may be accompanied by a recommendation that the candidate not be allowed to repeat the clinical experience. In such cases, the candidate will be counseled out of the licensure program although not necessarily out of the degree program.

Graduate Grading Scale

Grade	Definition
S	Satisfactory: Candidate successfully meets clinical experience requirements and can be recommended for teacher licensure
NC	No Credit: Candidate will not be recommended for teacher licensure unless he/she repeats all or part of the clinical experience with satisfactory performance (This may require enrolling and paying tuition for additional credit hours in a subsequent semester, or paying a fee for extended supervision.)
IP	In Progress: Candidate's performance cannot be evaluated at the end of the grading period. IP grade can be changed to S or NC for graduate students, upon completion of requirements

Undergraduate Grading Scale

A+	99-100%
A	93-98%
A-	90-92%

B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	Less than 60%

Special Assistance for Teacher Candidates

Occasionally candidates need special assistance and arrangements to complete their licensure. In such cases, an individualized plan is developed collaboratively by the university supervisor, mentor teacher, and school administration. The Academic Program Coordinator of Secondary Education should be contacted to determine what resources are needed. The following are some of the ways to provide special support for a candidate:

- Arrange for observation of another candidate or a teacher who models the skills that the candidate needs to develop, followed by a conference;
- On rare occasions (when appropriate, possible, and early in a semester) change a placement within the school to provide a better match of candidate and mentor teacher.
- Modify schedule for direct teaching commensurate with candidate's needs.
- Delay or extend a candidate's Direct Teaching.
- Provide additional experiences during the period after Direct Teaching in order to address areas needing improvement.
- Suggest available services at Mason such as the Counseling Center for personal or therapeutic support, the Financial Planning and Assistance Office for advice on financial aid, the Student Health Center, or other source of medical assistance.
- Facilitate conferences with the candidate's academic advisor and/or course instructors.

Additional Clinical Experience Guidelines

Candidates are responsible for exercising "reasonable care" for students' welfare and for complying with federal, state, and local policies and regulations. This is best accomplished through careful study of the school's or school division's teacher handbook and through guidance from teachers or administrators. Special attention should be given to responsibilities and procedures for dealing with suspected child abuse. Candidates are covered by schools' liability policies, but should consider additional insurance through a personal carrier or membership in the Student Virginia Education Association (SVEA).

Confidentiality of Records

School division and Mason policies regarding student records will be followed. Candidates should familiarize themselves with the school divisions' policies regarding student records. A candidate's evaluation may be shared among the mentor teacher, university supervisor, and responsible administrators until the university supervisor submits the candidate's cumulative folder to the Clinical Practice Specialist. After that, access will be in accordance with the Family Educational Rights and Privacy Act (FERPA). No materials will be released for employment purposes other than grades and verification of meeting licensure requirements. During the clinical experience, candidates will receive instructions about employment procedures in local school divisions and the application procedure for licensure in Virginia.

Records Retention

Contents of cumulative folders will be retained for one year after completion of clinical experience. After one year, a candidate's transcript and summary form will be the only records available. Therefore, candidates are advised to keep copies of evaluations, logs, summaries, and other records. Candidates should keep a personal

file of documents for reference and future use. The Mason transcript provides permanent documentation of meeting state-approved teacher education program requirements, including internship hours completed, and the final grade.

Evaluations

For program feedback and accreditation purposes, teacher candidates, mentor teachers, and university supervisors must complete online evaluations of each other. A link to these evaluations will be emailed to each member of the internship team near the end of the semester.

INTERNSHIP AND TECHNOLOGY EVALUATION RUBRIC

George Mason University College of Education and Human Development Secondary Education Program
EDCI 490/790: Internship in Secondary Education

Name of candidate _____ Date _____
School: _____ Grade/Content: _____ / _____ Semester/Year _____

- Mid-Semester Evaluation
 Final Evaluation

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

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

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

STANDARDS

- **InTASC Standards:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- **CAEP Standards:** 1.1, 1.2, 1.3, 1.4, 1.5
- **VDOE Standards:** 1, 2, 3, 4, 5, 6

THEMES

-  **Technology**
-  **Diversity**
-  **College & Career Ready**




SCORING GUIDELINES



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

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


2 (Approaches Standard): Candidates receive this score when their understanding and effort does not meet the target but shows basic understanding of the content being assessed.



1 (Does Not Meet Standard): Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
LEARNER AND LEARNING				
InTASC 1 Learner Development. The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences that include the use of technology.				/8
<p>1.1 The candidate applies appropriate learning theories recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.</p> <p>VDOE 1</p>	<p>Candidate displays little or no knowledge of the developmental characteristics of the age group.</p>	<p>Candidate displays partial knowledge of the broad developmental characteristics of the age group.</p>	<p>Candidate displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns across the cognitive, linguistic, social, emotional, and physical areas.</p>	<p>In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, the candidate displays knowledge that individual learner development varies within and across the cognitive, linguistic, social, emotional, and physical areas.</p>
<p>1.2 The candidate designs and implements developmentally appropriate and challenging learning experiences that include the use of technology.</p> <p>VDOE 2</p> 	<p>Candidate lacks understanding how learners learn and does not seek information about developmentally appropriate learning experiences nor uses technology as an instructional tool.</p>	<p>Candidate recognizes the value of understanding how learners learn, but their knowledge is limited or outdated. Technology is not used as an instructional tool or the technology used is not appropriate for the task or developmental characteristics of the age group.</p>	<p>Candidate's knowledge of how learners learn is accurate and current. Candidate designs and implements technology enhanced, developmentally appropriate and challenging learning experiences for both the class as a whole and individual learner.</p>	<p>Candidate demonstrates extensive and subtle understanding of how learners learn and applies this knowledge to the classroom community. The candidate implements a range of developmentally appropriate and challenging learning experiences for the class as a whole, in small groups, and individual learners. Appropriate technologies are used to enhance learning, collaboration, and high order thinking.</p>
InTASC 2 Learning Differences. The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.				/8
<p>2.1 Candidate creates an environment that values individual differences and diverse cultures, and communities.</p> <p>VDOE 1</p> 	<p>The candidate's plans and practice display little understanding of the relevance of individual differences to learning. The candidate provides minimal information to families about individual learners, or the communication is inappropriate to the cultures of the families. Candidate does not respond, or responds insensitively, to family or community concerns about learners.</p>	<p>Candidate's plans and practice indicate some awareness of how to address individual differences to learning, although such knowledge may be inaccurate or incomplete. Candidate adheres to required school procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.</p>	<p>Candidate's plans and practice address individual learning differences. Candidate communicates with families about learners' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.</p>	<p>Candidate's plans and practice consistently exhibit a variety of ways to meet individual differences to learning. Candidate frequently provides information to families related to learner progress, with learners contributing to the design of the system. Response to family concerns is handled with professional and cultural sensitivity.</p>
<p>2.2 Candidate ensures inclusive learning by addressing the needs of diverse learners.</p> <p>VDOE 1</p> 	<p>Candidate does not monitor learning. Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some learners.</p>	<p>Candidate monitors the progress of the class as a whole but elicits no diagnostic information. Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for learning and achievement.</p>	<p>Candidate monitors the progress of groups of learners in the curriculum, making use of diagnostic prompts to elicit information. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for learners.</p>	<p>Candidate actively and systematically gathers and uses diagnostic information from individual learners and monitors their progress, Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all learners.</p>


Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
InTASC 3. Learning Environments. The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation.				/8
3.1 Candidate organizes and manages create face-to-face and virtual environments that support individual and collaborative learning. VDOE 5 	There is little, if any, evidence of routines, procedures, or proactive actions to establish a climate for learning.	Candidate recognizes the value of a learner-centered classroom but the application of these tenets is not applied in all management situations.	The classroom is a learner-centered environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.	The classroom conveys a safe, positive, and inclusive environment that is learner-centered, supports individual and collaborative learning and meets the needs of both the group and individual learners.
3.2 Teacher Candidate encourages positive social interaction, active engagement in learning, and self- motivation. VDOE 5 	The classroom is a teacher-centered environment. Activities and assignments are inappropriate for learners' age or background. Learners are not engaged in learning.	The classroom is a teacher-centered environment. Candidate attempts to accommodate learners' questions or interests. Activities and assignments are appropriate to some learners and engage them mentally, but other learners are not engaged or self-motivated.	The classroom is a learner-centered environment. Candidate successfully accommodates learners' questions or interests. Activities and assignments are appropriate to learners, and learners are cognitively engaged in exploring content. Learners are self-motivated.	Candidate seizes every opportunity to enhance learning, building on learner interests or a spontaneous event. All learners are cognitively engaged in the activities and assignments in their exploration of content. Learners initiate or adapt activities and projects to enhance their understanding.

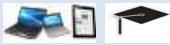


CONTENT KNOWLEDGE





InTASC 4. Content Knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.				/8
4.1 Candidate understands the tools of inquiry and structures of the discipline, VDOE 1	In planning and practice, candidate makes content errors or does not correct errors made by learners. Candidate's plans and practice display little understanding of the tools of inquiry and structures of the discipline.	Candidate is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. Candidate's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Candidate displays solid knowledge of the important concepts in the discipline and how concepts relate to one another. Candidate's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Candidate displays extensive knowledge of the important concepts in the discipline and how concepts relate both to one another and to other disciplines. Candidate's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by learners to ensure understanding.
4.2 Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery. VDOE 3 	Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.	Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners. Candidate accepts responsibility for the success of learning but has only a limited repertoire of instructional strategies.	Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.	Candidate conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value. Learners demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
InTASC 5. Content Application. 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.				/8
5.1 Candidate connects concepts and uses different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving. VDOE 2 	Candidate does not connect concepts, address different perspectives or digital resources to engage learners in higher-level learning.	Candidate connect concepts, addresses different perspectives or digital resources to engage learners but at a basic level of learning and recall.	Candidate connects concepts, addresses different perspectives and digital resources to engage learners higher-level learning in at least one of these higher –order skills: critical thinking, creativity, and collaborative problem solving.	Candidate creates multi-disciplinary and a range of multiple perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.
5.2 Candidate plans rigorous, sequenced instruction related to authentic local and global issues. VDOE 5 	Outcomes represent low expectations for learners and lack of rigor. Lesson plans do not reflect a sequence of learning and have no connection to authentic local and global issues.	Outcomes represent moderately high expectations and rigor. Some plans reflect important learning in the discipline and at least some connection to a sequence of learning but have little connection to authentic local and global issues.	Outcomes represent high expectations and rigor and important learning in the discipline. Plans exhibit a sequence of learning with connection to authentic local and global issues.	All outcomes represent high expectations and rigor and important learning in the discipline. Plans connect to a consistent sequence of learning both in the discipline and in related disciplines. Connection to authentic local and global issues is consistently found in lessons.

INSTRUCTIONAL PRACTICES

InTASC 6. Assessment. The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.				/8
6.1 Candidate uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making. VDOE 4 	Assessment procedures are not congruent with instructional outcomes.	Some instructional outcomes are assessed through the planned lesson, but many are not.	All the instructional outcomes are assessed through multiple methods of assessment. Assessment methodologies monitor learner progress, and guide teacher and learner decision making.	Candidate’s approach to assessment is fully aligned with the instructional outcomes for both content and process are assessed through multiple methods. Assessment methodologies have been adapted for individual learners, and guide teacher and learner decision making.
6.2 Candidate uses formative assessment to monitor and adjust instruction and to guide the learner decision making. VDOE 4	Candidate does not incorporate formative assessment in the lesson or unit.	Candidate’s approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes and does not involve the learner in decision making.	Candidate’s approach to using formative assessment to monitor and adjust instruction and includes a process where the learner, as well as teacher, uses information from the assessments.	Candidate has a well-developed formative assessment plan that uses formative assessment to monitor and adjust instruction. The Teacher Candidate has designed particular approaches to be used and actively involved the learner in decision making.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
InTASC 7. Planning for Instruction. The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.				/8
<p>7.1 Candidate plans instruction to support every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy.</p> <p>VDOE 2</p> 	<p>Outcomes represent low expectations for learners and lack of rigor. Lesson plans do not reflect important learning in the discipline or a connection to a sequence of learning or effective pedagogy.</p>	<p>Outcomes represent limited levels of expectations and rigor. Some plans reflect important learning in the discipline and at least some connection to a sequence of learning drawing upon knowledge of several of the following areas: digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, but the application is ineffective at increasing learning.</p>	<p>Outcomes represent high expectations and rigor and important learning in the discipline. Plans exhibit a sequence of learning with strong connections to digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. Instruction is effective at increasing learning.</p>	<p>All outcomes represent high expectations and rigor and important learning across disciplines. Plans connect to a consistent sequence of learning. There is a strong connection to digital-age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. Instruction is effective at increasing learning for all learners.</p>
<p>7.2 Candidates effectively plans instruction based on knowledge of learners and the community context.</p> <p>VDOE 2</p> 	<p>Candidate lessons do not reflect an understanding of learners, how they learn, and the context of the community.</p>	<p>Candidate lessons reflect a basic understanding of the learners, how they learn, and the context of the community, but the lesson addresses only a limited knowledge of specific learners and their community.</p>	<p>Candidate lessons reflect an understanding of their learners, how they learn, and the context of the specific communities represented in the classroom.</p>	<p>Candidate lessons reflect a deep understanding of their learners, how they learn, and the context of the specific communities represented in the classroom. Lessons are tailored to represent the context and needs of learners and their communities.</p>
InTASC 8. Instructional Strategies. The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in contemporary meaningful ways.				/8
<p>8.1 The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.</p> <p>VDOE 3</p>	<p>Candidate displays little or no understanding of the range of pedagogical approaches suitable to address the specific learning needs related to the content.</p>	<p>Candidate uses a limited range of instructional strategies or pedagogical approaches that are not suitable to the discipline or to the learners.</p>	<p>Candidate applies a wide range of effective pedagogical approaches in the discipline that encourage learners to develop deep understanding of content areas and their connections.</p>	<p>Candidate plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. The candidate encourages learners to develop deep understanding of content areas and anticipate learner misconceptions.</p>
<p>8.2 Candidates build skills to apply knowledge in contemporary meaningful ways.</p> <p>VDOE 3</p> 	<p>Candidate does not apply pedagogical content knowledge in contemporary or meaningful ways.</p>	<p>Candidate uses knowledge of instruction in ways that are outdated or ineffective.</p>	<p>Candidate applies knowledge of appropriate content instruction in contemporary meaningful ways.</p>	<p>Candidate uses contemporary knowledge of appropriate instruction across a range of content areas to make learning meaningful.</p>

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
PROFESSIONAL RESPONSIBILITY				
InTASC 9. Professional Learning and Ethical Practice. 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.				/12
9.1 Candidate engages in ongoing professional learning. VDOE 6	Candidate engages in no professional development activities to enhance knowledge or skill.	Candidate participates in professional activities to a limited extent when they are convenient or required by others.	Candidate engages in ongoing opportunities for professional development to enhance content knowledge and pedagogical skill.	Candidate seeks out opportunities for professional development that addresses personal goals and a systematic approach to continual learning.
9.2 Candidate uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community). VDOE 6 	Candidate has no suggestions for how a lesson could be improved if taught again.	Candidate makes general suggestions about how a lesson could be improved but does not address how their choices and actions affect others.	Candidate evaluates his/her practice and identifies revisions to the lesson for future use. Evaluation includes reflecting upon how the learners, families, other professionals, and the community affect teacher choices and actions.	Candidate evaluates his/her practice and identifies specific revisions to the lesson for future use. Evaluation draws upon an extensive repertoire of skills. The candidate offers specific alternative actions that include the probable success of different courses of action and how the actions affect learners, families, other professionals, and community.
9.3 Candidate adapts practice to meet the needs of each learner in an ethical and responsible manner. VDOE 6	Candidate is not honest in interactions with colleagues, learners, and the public.	Candidate is honest in interactions with colleagues, and classroom instruction.	Candidate displays high standards of honesty, integrity, and confidentiality in instructional planning and interactions with colleagues, learners, and the public.	Candidate consistently exhibits the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues to uphold ethical practices.
InTASC 10. Leadership and Collaboration. The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.				/8
10.1 Candidates seeks appropriate leadership roles and opportunities to take responsibility for learning. VDOE 6	Candidate engages in no professional development activities to enhance knowledge or skill.	Candidate participates in leadership activities to a limited extent when they are convenient. Instructional leadership may or may not be focused on learning.	Candidate accepts leadership roles that enhance learning and focus on meeting learner needs.	Candidate seeks out opportunities for leadership roles that enhance content knowledge and pedagogical skill and focus on meeting learning needs.
10.2 Candidate collaborates with learners, families, colleagues, other school professionals, and community members (using digital tools and resources) to ensure learner growth and to advance the profession. VDOE 6   	Candidate's relationships with colleagues, families, school professionals and the learner are negative or self-serving.	Candidate maintains relationships with colleagues and the community to fulfill responsibilities required by the school or district.	Candidate uses digital tools and resources to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.	Candidate takes initiative and collaborates with learners, families, colleagues, other school professionals, and the community. Candidate takes leadership among faculty to support the use of digital tools and resources to ensure learner growth and to advance the profession.

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


TECHNOLOGY STANDARDS



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


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

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

- *1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.*
- *2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.*
- *3.4 The provider creates criteria for program progression and monitors candidates’ advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates’ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.*

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
VDOE 1. Lifelong Learner. Candidates engage in ongoing professional learning related to content, pedagogy and technology. 				/8
1.1 Candidate engaged in ongoing professional growth related to the use of innovative instructional strategies that integrate digital technologies.	Candidate did not attend or pursue professional learning unless it was required. If the candidate did engage in professional learning, the selection of learning experiences was not well aligned nor related to content, pedagogy and technology.	Candidate attended or pursued professional learning only when required. When the candidate engaged in professional learning, the selection of learning experiences was related to content or pedagogy and/or technology including a minimal use of digital tools.	Candidate planned for purposeful professional learning that fill learning gaps related to classroom-specific content and explored innovative pedagogy and technology. This included organized, division-sponsored professional development opportunities, university workshops, and through informal learning opportunities at the placement school and used digital tools to collaborate with a global learning community.	Candidate sought out purposeful professional learning that filled specific learning gaps related to classroom content and explored innovative pedagogy and technology. This included organized, division-sponsored professional development opportunities, university workshops, through informal learning opportunities at the placement school and used digital tools to collaborate with a global learning community on educational topics and learning opportunities.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
1.2 The candidate used digital tools to obtain feedback and to collaborate in ways that allows for reflection on educational topics to improve teaching and learning.	Candidate did not reflect on feedback to improve teaching and learning, nor collaborated on educational topics to improve teaching and learning.	Candidate may or may not have reflected on feedback. There was little evidence of collaboration on educational topics to improve teaching and learning.	Candidate reflected on feedback and collaborated on educational topics to improve teaching and learning.	Candidate used reflection-in-action to reflect on feedback and strategically worked to improve teaching and learning.
VDOE 2. Digital Leadership. Candidates model safe and ethical practices for their students. 				/12
2.1 The candidate promoted safe and ethical behavior with students through collaborative online experiences, including the development of an understanding of the rights and obligations of student privacy and security when collecting and using student data and selecting digital content, tools, and resources.	Candidate did not take purposeful actions to promote safe and ethical behavior with students through collaborative online experiences.	Candidate took actions to promote safe and ethical behavior with students through collaborative experiences, but actions were not consistently observed.	Candidate promoted safe and ethical behavior with students through collaborative online experiences.	Candidate promoted safe and ethical behavior with students through collaborative online experiences.
2.2 The candidate modeled the use of technology to communicate, created appropriate digital content, (including tools and resources that meet local, state and/or federal policies), collaborated and solved problems.	Candidate did not use available technology to make responsible instructional decisions—grounded in knowledge of digital safety and security best practices. The candidate did not effectively use digital communication and collaboration tools and resources.	Candidate occasionally used available technology to make responsible instructional decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication and collaboration tools and methods. The technology used was often ineffective or not well aligned to digital safety and security best practices.	Candidate used available technology to make responsible instructional decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication and collaboration tools and methods. The available technology used was effective or well aligned to digital safety and security best practices.	Candidate effectively used available and appropriate technology, as well as additional technology identified to assist in making purposeful instructional decisions about digital safety and security best practices. The candidate consistently used digital communication and collaboration tools and methods in their own classroom. The technology used was effective and well aligned to digital safety and security best practices.
2.3 The candidate cultivated and managed their digital identity and reputation and displayed awareness of the permanence of his/her actions in the digital world.	Candidate made multiple choices (personal and instructional) that was evidence he/she was unaware of the permanence of his/her actions in the digital world.	Candidate made instructional decisions that was evidence he/she was unaware of the permanence of his/her actions in the digital world.	Candidate made appropriate personal and instructional decisions that was evidence he/she was clearly aware of the permanence of his/her actions in the digital world.	Candidate made appropriate personal and instructional decisions that was evidence he/she was clearly aware of the permanence of his/her actions in the digital world. The candidate provided specific instruction and models for students regarding the permanence of the students’ actions in the digital world.
VDOE 3. Learning Facilitator. Candidates support student learning by harnessing the power of technology. 				/12
3.1 The candidate assisted students in selecting and using appropriate and available digital tools for learning, creating, problem-solving and communicating.	Candidate did not use available technology for thinking skills, problem solving, and decision-making, communication, and presentation within the curriculum.	Candidate occasionally used available technology for thinking skills, problem solving, and decision-making.	Candidate used a variety of formative and summative assessments assessed, using both quantitative and qualitative techniques, to meet the needs of students and stakeholders.	Candidate consistently and purposefully used effective and appropriate technology as a tool for thinking skills, problem solving, and decision-making.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
<p>3.2 The candidate incorporated learning strategies that used technology to accommodate learner variability, personalize learning, and engender student choice, self-direction and goal-setting, including the use of data to effectively respond to students' needs and communicate findings to various stakeholders.</p>	<p>Candidate did not use available technology as a tool for adapting instruction to meet the needs of learners in a variety of educational settings. The candidate did not provide opportunities for learners to use available and appropriate technologies.</p>	<p>Candidate's use of available technology was not evident for most of these tasks: data collection, information management, problem solving, decision-making, communication, and presentation within the curriculum.</p>	<p>Candidate purposefully used available and appropriate technology for thinking skills, problem solving, and decision-making. This included using technologies for data collection, information management, problem solving, decision-making, communication, and presentation within the curriculum.</p>	<p>Candidate took the initiative to seek out additional technologies for data collection, information management, problem solving, decision-making, communication, and presentation within the curriculum.</p>
<p>3.3 The candidate used a variety of formative and summative assessments that leveraged the power of technology to provide immediate and specific feedback, and offer alternative learning paths to students including competency-based approaches.</p>	<p>Candidate used a variety of formative and summative assessments assessed using both quantitative and qualitative data to meet the needs of students and stakeholders.</p>	<p>Candidate used formative or summative assessments assessed and used quantitative or qualitative data to meet the needs of students and stakeholders</p>	<p>Candidate used both formative and summative assessments assessed and gathered both quantitative and qualitative data to meet the needs of students and stakeholders</p>	<p>Candidate used a variety of effective formative and summative assessments, assessed using both quantitative and qualitative data techniques, to meet specific needs of a range of students and stakeholders.</p>
<p>VDOE 4. Skilled Technology User. Candidates understand the fundamental concepts of technology operations and troubleshooting as well as basic uses of technology in instruction.</p> 				<p>/8</p>
<p>4.1 The candidate demonstrated the ability to choose and use digital technologies including both hardware, software and web-based resources to support classroom instruction, including basic computing operations such as accessing accounts, select appropriate applications to perform tasks, file management and web navigation.</p>	<p>Candidate did not use technology to support instruction.</p>	<p>Candidate used limited or archaic technologies to support instruction.</p>	<p>Candidate used effective, appropriate, and contemporary technologies to support instruction.</p>	<p>Candidate systematically, used effective, appropriate, and contemporary technologies to support instruction.</p>
<p>4.2 The candidate demonstrated the ability to troubleshoot typical classroom technologies.</p>	<p>Candidate had poor technology knowledge and skills and could not perform basic computing operations or troubleshoot classroom technology issues.</p>	<p>Candidate had poor technology knowledge and skills and could perform only very basic computing operations. The candidate was able to troubleshoot basic classroom technology issues.</p>	<p>Candidate applied technology knowledge and skills and could easily perform basic computing operations and troubleshoot classroom technology issues.</p>	<p>Candidate applied extensive technology knowledge and skills to create a variety of technology-supported activities. The candidate could easily perform computing operations and troubleshoot a wide-range of classroom technology issues.</p>

INTERNSHIP EVALUATION SUMMARY AND SIGNATURE SHEET

George Mason University College of Education and Human Development Secondary Education Program
EDCI 490/790: Internship in Secondary Education

Name of candidate _____

Date _____
MIDTERM / FINAL

School: _____ Grade/Content: _____ / _____

Semester/Year _____

Evaluation Area	Points Earned out of Points Available	Divide Total Points Earned by this number to find the Mean for Each Standard	Mean for Each Standard (out of 4.0)
LEARNER AND LEARNING			
InTASC 1. Learner Development	_____/8	2	____
InTASC 2. Learning Differences	_____/8	2	____
InTASC 3. Learning Environments	_____/8	2	____
CONTENT KNOWLEDGE			
InTASC 4. Content Knowledge	_____/8	2	____
InTASC 5. Content Application	_____/8	2	____
INSTRUCTIONAL PRACTICES			
InTASC 6. Assessment	_____/8	2	____
InTASC 7. Planning for Instruction	_____/8	2	____
InTASC 8. Instructional Strategies	_____/8	2	____
PROFESSIONAL RESPONSIBILITY			
InTASC 9. Professional Learning & Ethical Practice	_____/12	3	____
InTASC 10. Leadership and Collaboration	_____/8	2	____
TECHNOLOGY			
VDOE 1. Lifelong Learner	_____/8	2	____
VDOE 2. Digital Leadership	_____/12	3	____
VDOE 3. Learning Facilitator	_____/12	3	____
VDOE 4. Skilled Technology User	_____/8	2	____
Overall Mean Rating (out of 4.0)	Add the mean for each standard (last column) and divide the total by 10 to determine the overall mean rating		
Candidate achieved overall minimum mean rating of <u>3.0</u> across all standards.			YES
Candidate achieved minimum rating of <u>2.0</u> for each measured standard.			YES

SUMMARY COMMENTS/GOAL SETTING:

Candidate Signature

Printed Name

Date

Mentor Teacher Signature

Printed Name

Date

University Supervisor Signature

Printed Name

Date

INTERNSHIP AND TECHNOLOGY FORMAL OBSERVATION FORM
 George Mason University College of Education and Human Development Secondary Education Program
 EDCI 490/790: Internship in Secondary Education

Name of candidate _____ Date _____

School: _____ Grade/Content: _____ / _____

Semester/Year _____




This Internship and Technology observation form was specifically designed to observe teachers according to the Interstate Teacher Assessment and Support Consortium (InTASC) Standard Model Core Teaching Standards. These standards guide teacher education programs around the country and are a required part of our accreditation process. More information about the standards can be found at www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf.

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

STANDARDS

- **InTASC Standards:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- **CAEP Standards:** 1.1, 1.2, 1.3, 1.4, 1.5
- **VDOE Standards:** 1, 2, 3, 4, 5, 6

THEMES

-  **Technology**
-  **Diversity**
-  **College & Career Ready**








SCORING GUIDELINES





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

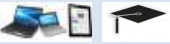

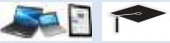

3 (Meets Standard): This is the **TARGET** score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.




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



1 (Does Not Meet Standard): Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

Performance	Meets Standard (3)	Notes & Observations
LEARNER AND LEARNING		
InTASC 1 Learner Development. The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences that include the use of technology.		
<p>1.1 The candidate applies appropriate learning theories recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.</p> <p>VDOE 1</p>	<p>Candidate displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns across the cognitive, linguistic, social, emotional, and physical areas.</p>	
<p>1.2 The candidate designs and implements developmentally appropriate and challenging learning experiences that include the use of technology.</p> <p>VDOE 2  </p>	<p>Candidate's knowledge of how learners learn is accurate and current. Candidate designs and implements technology enhanced, developmentally appropriate and challenging learning experiences for both the class as a whole and individual learner.</p>	
InTASC 2 Learning Differences. The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.		
<p>2.1 Candidate creates an environment that values individual differences and diverse cultures, and communities.</p> <p>VDOE 1 </p>	<p>Candidate's plans and practice address individual learning differences. Candidate communicates with families about learners' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.</p>	
<p>2.2 Candidate ensures inclusive learning by addressing the needs of diverse learners.</p> <p>VDOE 1 </p>	<p>Candidate monitors the progress of groups of learners in the curriculum, making use of diagnostic prompts to elicit information. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for learners.</p>	
InTASC 3. Learning Environments. The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.		
<p>3.1 Candidate organizes and manages create face-to-face and virtual environments that support individual and collaborative learning.</p> <p>VDOE 5  </p>	<p>The classroom is a learner-centered environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.</p>	
<p>3.2 Teacher Candidate encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>VDOE 5 </p>	<p>The classroom is a learner-centered environment. Candidate successfully accommodates learners' questions or interests. Activities and assignments are appropriate to learners, and learners are cognitively engaged in exploring content. Learners are self-motivated.</p>	

Performance	Meets Standard (3)	Notes & Observations
InTASC 4. Content Knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.		
<p>4.1 Candidate understands the tools of inquiry and structures of the discipline,</p> <p>VDOE 1</p>	<p>Candidate displays solid knowledge of the important concepts in the discipline and how concepts relate to one another.</p> <p>Candidate’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p>	
<p>4.2 Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery.</p> <p>VDOE 3 </p>	<p>Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value.</p> <p>Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.</p>	
InTASC 5. Content Application. 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.		
<p>5.1 Candidate connects concepts and uses different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving.</p> <p>VDOE 2 </p>	<p>Candidate connects concepts, addresses different perspectives and digital resources to engage learners higher-level learning in at least one of these higher –order skills: critical thinking, creativity, and collaborative problem solving.</p>	
<p>5.2 Candidate plans rigorous, sequenced instruction related to authentic local and global issues.</p> <p>VDOE 5 </p>	<p>Outcomes represent high expectations and rigor and important learning in the discipline. Plans exhibit a sequence of learning with connection to authentic local and global issues.</p>	
INSTRUCTIONAL PRACTICES		
InTASC 6. Assessment. The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.		
<p>6.1 Candidate uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.</p> <p>VDOE 4 </p>	<p>All the instructional outcomes are assessed through multiple methods of assessment.</p> <p>Assessment methodologies monitor learner progress, and guide teacher and learner decision making.</p>	
<p>6.2 Candidate uses formative assessment to monitor and adjust instruction and to guide the learner decision making.</p> <p>VDOE 4</p>	<p>The candidate’s approach to using formative assessment to monitor and adjust instruction and includes a process where the learner, as well as teacher, uses information from the assessments.</p>	

Performance	Meets Standard (3)	Notes & Observations
InTASC 7. Planning for Instruction. The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.		
<p>7.1 Candidate plans instruction to support every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy.</p> <p>VDOE 2 </p>	<p>Outcomes represent high expectations and rigor and important learning in the discipline. Plans exhibit a sequence of learning with strong connections to digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. Instruction is effective at increasing learning.</p>	
<p>7.2 Candidates effectively plans instruction based on knowledge of learners and the community context.</p> <p>VDOE 2 </p>	<p>Candidate lessons reflect an understanding of their learners, how they learn, and the context of the specific communities represented in the classroom.</p>	
InTASC 8. Instructional Strategies. The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in contemporary meaningful ways.		
<p>8.1 The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.</p> <p>VDOE 3</p>	<p>Candidate applies a wide range of effective pedagogical approaches in the discipline that encourage learners to develop deep understanding of content areas and their connections.</p>	
<p>8.2 Candidates build skills to apply knowledge in contemporary meaningful ways.</p> <p>VDOE 3 </p>	<p>Candidate applies knowledge of appropriate content instruction in contemporary meaningful ways.</p>	
PROFESSIONAL RESPONSIBILITY		
InTASC 9. Professional Learning and Ethical Practice. 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.		
<p>9.1 Candidate engages in ongoing professional learning.</p> <p>VDOE 6</p>	<p>The candidate engages in ongoing opportunities for professional development to enhance content knowledge and pedagogical skill.</p>	
<p>9.2 Candidate uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community).</p> <p>VDOE 6 </p>	<p>The candidate evaluates his/her practice and identifies revisions to the lesson for future use. Evaluation includes reflecting upon how the learners, families, other professionals, and the community affect teacher choices and actions.</p>	
<p>9.3 Candidate adapts practice to meet the needs of each learner in an ethical and responsible manner.</p> <p>VDOE 6</p>	<p>Candidate displays high standards of honesty, integrity, and confidentiality in instructional planning and interactions with colleagues, learners, and the public.</p>	

Performance	Meets Standard (3)	Notes & Observations
InTASC 10. Leadership and Collaboration. The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.		
10.1 Candidates seeks appropriate leadership roles and opportunities to take responsibility for learning. VDOE 6	Candidate accepts leadership roles that enhance learning and focus on meeting learner needs.	
10.2 Candidate collaborates with learners, families, colleagues, other school professionals, and community members (using digital tools and resources) to ensure learner growth and to advance the profession. VDOE 6 	The candidate uses digital tools and resources to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.	
TECHNOLOGY. Candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice. Candidates effectively use available technologies to provide opportunities for all learners to use technology in a purposeful and developmentally appropriate way.		
VDOE 1. Lifelong Learner. Candidates engage in ongoing professional learning related to content, pedagogy and technology. 		
1.1 Candidate engaged in ongoing professional growth related to the use of innovative instructional strategies that integrate digital technologies.	The candidate planned for purposeful professional learning that fill learning gaps related to classroom-specific content and explored innovative pedagogy and technology This included organized, division-sponsored professional development opportunities, university workshops, and through informal learning opportunities at the placement school and used digital tools to collaborate with a global learning community.	
1.2 The candidate used digital tools to obtain feedback and to collaborate in ways that allows for reflection on educational topics to improve teaching and learning.	The candidate reflected on feedback and collaborated on educational topics to improve teaching and learning.	
VDOE 2. Digital Leadership. Candidates model safe and ethical practices for their students. 		
2.1 The candidate promoted safe and ethical behavior with students through collaborative online experiences, including the development of an understanding of the rights and obligations of student privacy and security when collecting and using student data and selecting digital content, tools, and resources.	The candidate promoted safe and ethical behavior with students through collaborative online experiences.	
2.2 The candidate modeled the use of technology to communicate, created appropriate digital content, (including tools and resources that meet local, state and/or federal policies), collaborated and solved problems.	The candidate used available technology to make responsible instructional decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication and collaboration tools and methods. The available technology used was effective or well aligned to digital safety and security best practices.	

Performance	Meets Standard (3)	Notes & Observations
<p>2.3 The candidate cultivated and managed their digital identity and reputation and displayed awareness of the permanence of his/her actions in the digital world.</p>	<p>The candidate made appropriate personal and instructional decisions that was evidence he/she was clearly aware of the permanence of his/her actions in the digital world.</p>	
<p>VDOE 3. Learning Facilitator. Candidates support student learning by harnessing the power of technology. </p>		
<p>3.1 The candidate assisted students in selecting and using appropriate and available digital tools for learning, creating, problem-solving and communicating.</p>	<p>The candidate used a variety of formative and summative assessments assessed, using both quantitative and qualitative techniques, to meet the needs of students and stakeholders.</p>	
<p>3.2 The candidate Incorporated learning strategies that used technology to accommodate learner variability, personalize learning, and engender student choice, self-direction and goal-setting, including the use of data to effectively respond to students' needs and communicate findings to various stakeholders.</p>	<p>The candidate purposefully used available and appropriate technology for thinking skills, problem solving, and decision-making. This included using technologies for data collection, information management, problem solving, decision-making, communication, and presentation within the curriculum.</p>	
<p>3.3 The candidate used a variety of formative and summative assessments that leveraged the power of technology to provide immediate and specific feedback, and offer alternative learning paths to students including competency-based approaches.</p>	<p>The candidate used both formative and summative assessments assessed and gathered both quantitative and qualitative data to meet the needs of students and stakeholders</p>	
<p>VDOE 4. Skilled Technology User. Candidates understand the fundamental concepts of technology operations and troubleshooting as well as basic uses of technology in instruction. </p>		
<p>4.1 The candidate demonstrated the ability to choose and use digital technologies including both hardware, software and web-based resources to support classroom instruction, including basic computing operations such as accessing accounts, select appropriate applications to perform tasks, file management and web navigation.</p>	<p>The candidate used effective, appropriate, and contemporary technologies to support instruction.</p>	
<p>4.2 The candidate demonstrated the ability to troubleshoot typical classroom technologies.</p>	<p>The candidate applied technology knowledge and skills and could easily perform basic computing operations and troubleshoot classroom technology issues.</p>	

INTERNSHIP OBSERVATION SUMMARY AND SIGNATURE SHEET

George Mason University College of Education and Human Development Secondary Education Program
EDCI 490/790: Internship in Secondary Education

Name of candidate _____ Date _____

School: _____ Grade/Content: _____ / _____

Semester/Year _____

GENERAL OBSERVATION NOTES:

SUMMARY COMMENTS/GOAL SETTING:

Candidate Signature Printed Name Date

Mentor Teacher Signature Printed Name Date

University Supervisor Signature Printed Name Date

Internship Informal Observation Form

The mentor teacher should complete at least four informal observations throughout the internship. This form should be completed and discussed with the teacher candidate and the teacher candidate should upload the completed for to BlackBoard under assignments.

Teacher Candidate _____ **Date** _____

Mentor Teacher _____

Activities Observed:

Commendations:

Recommendations:

Internship Weekly Reflection Form and Record of Hours

Teacher Candidate _____ **Date** _____

	Indirect Teaching	Direct Teaching
This Week's Hours		
Cumulative Hours		

Internship Mentor Teacher Weekly Update

Teacher Candidate _____ **Date** _____

Summary of Week's Activities

Commendations:

Recommendations:

Mentor Teacher Signature _____

Exploratory Activity Form

Candidate's Name _____ Date _____

Description of the Activity:

Reflection:

IMPACT ON STUDENT LEARNING (ISL) + COLLABORATIVE LEARNING TEAM (CLT) COMMON ASSESSMENT

George Mason University College of Education and Human Development Secondary Education Program
EDCI 490/790: Internship in Secondary Education

Successful teacher education candidates must positively impact student learning and collaborate with teams of teachers to do so. Demonstration of impact on student learning includes evidence that candidates are able to deliver effective instructional units, employ meaningful classroom assessments and analyze and reflect on their experiences. As a candidate, you will enter schools where collaboration with your colleagues in the service of your learners is required. Professional collaborations and teacher leadership must begin and end with joint considerations of the evidence of learning.

The purpose of this assessment is to for you to demonstrate your impact on student learning by:

- Collaborating with teachers to evaluate individual learner and/or group learning progress
- Constructing and delivering an instructional unit that meets the needs of diverse learners
- Constructing challenging, meaningful classroom assessments
- Examining your students' pre-assessment to post-assessment learning gains and analyzing the results to reflect upon the impact instruction had on learning
- Analyzing and reflecting on your experience to promote your own professional growth.

Impact on Student Learning (ISL) and Collaborative Learning Team (CLT) Assessment Overview

Phase 1: Understanding Learning Environment and Recognizing Diversity

(Recommendation: Completed weeks 1-5)

- Work with mentor teacher to select three students for case study
- Observe and describe learning environment
- Develop case study narratives

Phase 2: Unit Learning Goals and Assessment Plan

(Recommendation: Completed weeks 6-9)

- Select SOL standards and relevant learning objectives that the unit plan will address
- Develop an assessment plan that includes pre-assessment AND a summative (post) assessment
- Conduct pre-assessment
- Identify learning needs based on data collection
- Use data from pre-assessment to continue developing case study narratives for each student

Phase 3: Instructional Planning and Implementation

(Recommendation: Completed weeks 9-13)

- Design unit overview—Instructional design table or calendar
- Develop lesson plans to support unit objectives; plans should include at least two formative assessments that align with pre/post learning objectives
- Provide copy of the post assessment with rubric

Phase 4: Analysis and Reflection

(Recommendation: Completed weeks 14-15)

- Analyze learning results: Pre/post graphic representation of student scores, complete case study narratives, analysis of student learning (whole class)
- Reflect on teaching and learning
- Submit final ISL/CLT Assessment to BlackBoard Assessment Tab (EDCI 790)
(Submit entire document **twice**: once under the Impact on Student Learning link and once under the Collaborative Learning Team link)

Note: The full ISL/CLT Assessment description and general/subject specific rubrics will be available on Blackboard.

Lesson Plan Template

Teacher candidates must develop research-supported lesson plans for all lessons they teach. Lesson planning can be guided by four basic questions:

1. Who am I teaching? The number of learners, their academic level and prior knowledge.
2. What am I teaching? The content or subject, the type of learning (knowledge, skills, behaviors).
3. How will I teach it? Teaching models, learning strategies, length of time available, materials, technology resources, differentiation/modifications, etc.
4. How will I know if the students understand? Informal and formal assessments, formative and summative, higher order questioning techniques, feedback from learners, etc.

You might also want to ask:

- What do students know already?
- Where have students come from and what are they going on to next?
- How can I build in sufficient flexibility cope with emergent needs?

During the internship and when teaching new content or grade levels, your lesson plans will be detailed. As you gain pedagogical content knowledge and are proficient, your lesson planning becomes less detailed. Part of the planning process includes considering the following tasks:

- list content and key concepts (research more if needed)
- define your aims and identify specific learning outcomes or objectives
- create assessments that are aligned to your specific objectives
- think about the structure of the lesson, pacing, and transitions
- identify adaptations/modifications/extensions needed to meet student needs
- determine “best practice” and learning strategies aligned to the learning outcomes
- identify learning resources and support materials

NOTE: Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics.

LESSON PLAN TEMPLATE

Name:	Date:
School:	Subject/Grade level:
Lesson Title:	
LESSON PLANNING	<i>Optional Teaching Points/ Cues/Time</i>
Performance-based Objective(s):	
Local/State/National Standards:	
Materials:	
Technology:	
Accommodations:	
Extensions	

PLANNED INSTRUCTIONAL STRATEGIES	
Opening/Context Setting:	
Tasks/Methods/Strategies	
Comprehension Checks	
Closure:	
ASSESSMENT	
Pre-Assessment:	
Formative and/or Informal Assessments:	
Summative Assessment	

**Summary of Clinical Experience
Internship Final Grade**

Teacher Candidate: _____

Fall/Spring: _____

Internship School: _____

Grade(s) Taught: _____

Subject(s) Taught: _____

Secondary Education Subject Area Endorsement: _____

Final Grade _____

Mentor Teacher Signature

Date

University Supervisor Signature

Date

Total Candidate's Weekly Hours Log

Week	Indirect Teaching Hours	Direct Teaching Hours	Other	Total Hours
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
Totals				

Teacher Candidate Signature

Printed Name Date

Mentor Teacher Signature

Printed Name Date

University Supervisor Signature

Printed Name Date