

George Mason University
College of Education and Human Development
Graduate School of Education: Elementary Education

EDCI 790-008
INTERNSHIP IN EDUCATION (3 credits)
Spring 2016

Instructors: University Facilitators and Advanced Mentor Teacher/Mentor Teacher

Office Hours: By appointment only

Office Location: Thompson 1800

Office Phone: (703)-993-9717

Class Meets: Internship is scheduled in assigned elementary schools following the public school calendar. Seminars meet bi-weekly in assigned schools.

COURSE DESCRIPTION:

A. Prerequisite: Admission to the Elementary Education Licensure Program

B. University Catalog Course Description: Provides intensive supervised clinical experience for one full semester in an accredited professional development school.

Teacher candidates are supervised in a school placement setting that includes observations and seminar experiences.

C. Expanded Course Description: N/A

NATURE OF COURSE DELIVERY:

In this course, teacher candidates learn to plan instruction, teach children in all subject areas, and assess student learning in an elementary classroom. These experiences guide teacher candidates in preparing for their first teaching job and give them the tools to continue to inquire, reflect, and learn as part of their work as teachers. Seminars meet bi-weekly at elementary school sites and are conducted by University Facilitators and/or Advanced Mentor Teachers/Mentor Teachers. These discussion seminars provide teacher candidates with the opportunity to explore characteristics of a classroom environment conducive to learning and to examine the roles of teachers and students in those environments. In their placements, teacher candidates are expected to: observe instruction at various age levels, plan with individual Advanced Mentor Teacher/Mentor Teacher and grade level teams, teach individual lessons and units, and finally, assume responsibility for all instruction and professional duties of the Advanced Mentor Teacher/Mentor Teacher for a period of approximately 4 weeks in the spring placement.

STUDENT OUTCOMES:

This course is designed to enable teacher candidates to:

- Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches and create learning experiences that make these aspects of subject matter meaningful for students.
- Understand how children learn and develop and provide learning opportunities that support children's intellectual, social, and personal development.

- Understand how students differ in their approaches to learning and create instructional opportunities adapted to diverse learners.
- Understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
- Use understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- Use knowledge of effective verbal, nonverbal, and media communication techniques (including computers and other appropriate technology for a school setting) to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Plan instruction based on knowledge of subject matter, students, the community, and curriculum goals.
- Understand and use formal and informal assessment strategies to evaluate and ensure the intellectual, social, and physical development of the learner.
- Be a reflective practitioner who continually evaluates the effects of his or her own choices and actions on others and actively seeks out opportunities to grow professionally.
- Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

PROFESSIONAL STANDARDS:

INTASC (The Interstate Teacher Assessment & Support Consortium):

- **Standard #1: Learner Development.** The teacher 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.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content

areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ACEI/NCATE Program Standards for Elementary Teacher Preparation:

- **Standard 1.0: Development, Learning, and Motivation**--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- **Standard 3.1: Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community
- **Standard 3.2: Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students
- **Standard 3.3: Development of critical thinking and problem solving**—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving
- **Standard 3.4: Active engagement in learning**—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments
- **Standard 4.0: Assessment for instruction**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
- **Standard 5.1: Professional growth, reflection, and evaluation**—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning

The Virginia State Teacher Education Licensure Regulations for Elementary Education:

- **Standard 1:** The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement.
- **Standard 2:** The use of appropriate methods, including direct instruction, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem solve.
- **Standard 3:** The ability to utilize effective classroom management skills through methods that will build responsibility and self-discipline and maintain a positive learning environment.
- **Standard 4:** A commitment to professional growth and development through reflection, collaboration, and continuous learning.
- **Standard 5:** The ability to use computer technology as a tool for teaching, learning, research, and communication

Virginia State Technology Standards for Instructional Personnel:

- **Standard A:** Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- **Standard B:** Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
- **Standard C:** Instructional personnel shall be able to apply computer productivity tools for professional use.
- **Standard D:** Instructional personnel shall be able to use electronic technologies to access and exchange information.

REQUIRED TEXTS AND OPTIONAL RESOURCES:

Weinstein, C. S. and Romano, M. (2014). *Elementary classroom management: Lessons from research and practice* (6th edition). Upper Saddle River, NJ: Pearson Education, Inc. (from EDCI 544)

Virginia's *Standards of Learning for K-6* (<http://www.pen.k12.va.us>)

Some excellent optional resources:

Denton, P. & Kriete, R. (2000). *The first six weeks of school*. Turner Falls, MA: Northeast Foundation for Children.

Wood, C. (2007). *Yardsticks: Children in the Classroom Ages 4-14*. Turner Falls, MA: Northeast Foundation for Children.

Sousa, D. & Tomlinson, C. (2010). *Differentiation and Brain: How neuroscience supports the learner-friendly classroom*. Bloomington, IN.: Solution Tree, Inc.

Dell'Olio, J.M. & Donk, T. (2007). *Models of teaching: Connecting student learning with standards*. Thousand Oaks, CA: Sage Publications.

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. Assignment Descriptions:

The following assignments (A-J) are intended to further your understanding of planning, teaching and assessing learning in an elementary school setting (see the handbook at www.gse.gmu.edu/resources). Successful participation in each of these creates a holistic picture of performance and contributes to your final evaluation via the Profile for Evaluation of Teacher Candidate.

Profile for Evaluation of Teacher Candidate (100%) (FORM C)

This assessment of the teacher candidate's performance is to be completed by the advanced mentor teacher/mentor teacher, the university facilitator and the teacher candidate. The items reflect the important standards and competencies expected of professional educators, and the rating scale reflects their movement toward achieving proficiency over the course of the internship. In addition, teacher candidate's participation in activities A-J creates a holistic picture of performance and informs completion of the Profile for Evaluation of Teacher Candidate form. This form may be used to record the interim AND final ratings.

- A rating of 3 indicates that the teacher candidate has achieved consistent proficiency in a particular skill or disposition. An average of 3 or higher across all areas (Grand Average) represents a passing grade for the FINAL PLACEMENT (Spring for all Teacher Candidates); first placement scores are not expected to be an average of 3.
- Ratings of 1 or 2 indicate skills that require scaffolding and support on the part of the AMT/MT and UF in order for the teacher candidate to develop the appropriate level of expertise. Please include comments that indicate a plan to address these skills and dispositions.
- Ratings over 3 suggest that the teacher candidate's performance regarding a skill or disposition is exceptional. These ratings should be reserved for documentable excellence. Please include comments that indicate the ways in which the Teacher Candidate has exceeded expectations.
- The final grade is based on this profile, but may not be numerically correlated.

A. Teacher Candidate Action Research and Share Seminars

B. Observations of Teaching

C. Co-Teaching

D. Independent Teaching of Lessons

E. Use of Video/Edthena

F. Attendance and Professionalism

G. Formal Documentation of Progress

H. Virginia State Teacher Licensing Requirements

I. Seminars

J. Collaborative Learning Team Activity

A. Teacher Candidate Action Research and Share Seminars

During the internship each teacher candidate will engage in action research. The research project is a requirement for successful completion of the elementary licensure program. In

December, teacher candidates will participate in an Edthena share seminar. In May, teacher candidates will participate in an action research share seminar. The University Facilitator, Site Facilitator, Advanced Mentor Teacher/Mentor Teachers, teacher candidates, administrators, and other teachers will be invited to attend the share seminars.

B. Observations of Teaching

During the **fall semester**, the Advanced Mentor Teacher will conduct at least four formal observations and university facilitator will conduct at least two formal observations of the teacher candidate's teaching during each placement. In the **spring semester**, two of the four observations by the Advanced Mentor Teacher and one of the two observations by the University Facilitator are/is conducted prior to independent teaching. Final observations in the spring semester are conducted during independent teaching. In the case that a teacher candidate is placed with a Mentor Teacher, the Mentor Teacher will conduct at least two formal observation and University Facilitators will conduct at least four formal observations of the teacher candidate's teaching during each placement.

C. Co-Teaching

Co-Teaching occurs during both of the placements. The Advanced Mentor Teacher/Mentor Teacher and the teacher candidate will co-plan specific experiences to be completed during the co-teaching period. The Advanced Mentor Teacher/Mentor Teacher and the teacher candidate will complete a weekly plan for co-teaching for each week of the semester.

D. Lesson Instruction—Fall Semester

Teacher candidates are required to teach independently planned lessons during their fall semester internship. Teacher candidates, in cooperation with their university facilitator, may be eligible to independently teach a series of lessons in specific content areas and/or for a series of days across a predetermined time frame (approximately one day-three weeks) prior to the end of the first semester of the school year. This decision will be made jointly by the University Facilitator and Advanced Mentor Teacher/Mentor Teacher, based on each teacher candidate's readiness.

Any time the teacher candidate is not co-teaching or teaching their lessons, activities should be planned with their Advanced Mentor Teacher/Mentor Teacher, (e.g., observations, small group instruction, student activities, parent conferences, or working with resource teachers). Forms developed by experienced teachers to structure reflection on observations and to encourage a variety of experiences during the internship can be found in the Form Guidebook (must be confirmed with Advanced Mentor Teacher/Mentor Teacher and Site Facilitator).

Independent Teaching (IT)-Spring Semester

Prior to independent teaching, teacher candidates are required to prepare a 4-week overview for the instructional content of the independent teaching (IT) period, and the lesson plans for Week 1 of independent teaching according to the lesson plan format found in the PDS Form Guidebook. Teacher Candidates are NOT permitted to begin independent teaching until these materials are prepared.

During independent teaching, teacher candidates assume responsibility for all instruction and professional duties of the Advanced Mentor Teacher/Mentor Teacher for a period of approximately 4 weeks. Teacher candidates are required to prepare lesson plans according to the lesson plan format found in the PDS Form Guidebook.

NOTE: Substitute Teaching

Semester-Long teacher candidates are not allowed to substitute teach during the internship. Year long teacher candidates are allowed to substitute on a scaffolded schedule. Please see internship handbook for additional details.

E. Use of Video/Edthena

All teacher candidates will use video for the purposes of enhancing their professional development across the year-long internship. The minimum expectations for use are outlined below. Your support team (University Facilitator, Advanced Mentor Teacher/Mentor Teacher, School Principal) will work collaboratively with you to provide expectations for additional use.

Fall Semester/Spring Semester

- Prior to internship:
 - Work with your university facilitator to set up group configurations for your Edthena use
- Week 1:
 - Teacher candidates will complete a video walkthrough of the classroom. This 2-3 minute video clip should highlight the layout of the classroom and provide a rationale for the decisions made in the classroom design.
 - This video should be uploaded to Edthena and shared in a group with the other teacher candidates in your site and your University Facilitator. You will use the commenting tools to review the videos of your peers and make connections, ask questions, etc...
- Week 2:
 - Determine the children who do not have signed media releases in your classroom. Submit this list to your University Facilitator. These children will not be able to be in any of your videos.
- Weeks 3-16
 - Work with your University Facilitator, your Advanced Mentor Teacher/Mentor Teacher and your peers to determine a plan for recording instruction, providing feedback, and reflecting on your growth.
 - The MINIMUM expectation is that you will submit one video clip every other week to your Advanced Mentor Teacher/Mentor Teacher and your University Facilitator. This clip should be 3-5 minutes in length and should be directly connected to the goals and on-going feedback you are receiving on your instruction
 - You will select and share one of your Edthena video clips and the subsequent reflections at your final fall seminar. Then you will be expected to reflect more deeply on the clip and those initial reflections. You may accomplish this by considering the practical, technical, and critical levels of reflection as you review the clip and text. You may also connect back to your vision/philosophy statements completed throughout the program.

F. *Attendance and Professionalism*

Teacher candidates are expected to meet professional standards in every respect including personal appearance and behavior. Although accommodations are made for emergencies, outside commitments to family or an employer are no excuse for failing to fulfill all teaching duties and responsibilities. Because teacher candidates are not employees of the school division, they are not entitled to sick or annual leave; however, one day has been allocated in each semester for emergencies. Teacher candidates must familiarize themselves with the Faculty Handbooks for their respective school systems and should check with the Principal on school procedures regarding school calendar, school hours, absence from school/tardiness, leaving school during the school day, dress, confidentiality, social media use, child abuse, and substance abuse.

George Mason University has a contractual agreement with each of the participating school divisions. School divisions have the right to request a teacher candidate be removed from their assigned location at any time.

G. *Formal Documentation of Progress*

During the semester teacher candidates are responsible for (a) organizing binders for lesson plans and for evaluation forms etc., and for (b) completing a variety of forms to document their progress (see the Form Guidebook)

H. *Virginia State Teacher Licensing Requirements*

CARI Certificate

Teacher candidates are required to document their completion of the *Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators* training. The course is available at no cost at:

https://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html

Praxis II

Teacher candidates are required to take the Praxis II Assessment prior to the start of their internship and will need it for a Virginia State Teaching License.

RVE- Reading for Virginia Educators

Teacher candidates are required to take the RVE prior to the start of internship and will need it for licensure. For more information, visit

<https://www.ets.org/praxis/prepare/materials/5306> .

VCLA-Virginia Communication and Literacy Assessment

The VCLA is required for initial licensure and must be taken prior to start of internship. For more information on the test and how to register, please visit <http://www.vcla.nesinc.com/>

I. *Seminars*

Teacher candidates are expected to attend all seminar meetings. These seminars will focus on topics of relevance that emerge throughout the semester.

J. Collaborative Learning Team Activity (see detailed description in appendix)

To complete this task you will:

- Collaborate with a team of teacher colleagues, potentially including but not consisting solely of the mentor teacher, to discuss individual student or group learning progress
- With the learning team, consider assessment results and make responsive instructional decisions that promote an individual student's or a group of students' learning
- Provide input to the team to identify lesson plans or revisions to lesson plans, instructional delivery methods, or classroom management strategies affecting student learning progress
- Detail a teaching action plan that the team believes will promote the individual student's or group of students' academic achievement and that includes a description of the instructional activities and assessments to be used and how assessment results will be used to determine changes in student learning

Relationship of Teacher Candidate Outcomes to Specific Course Assignments

Student Outcomes	Course Assignments
Outcome 1	A, B, C, D, E, F, G
Outcome 2	A, B, C, E, F, G
Outcome 3	A, B, C, E, F, G
Outcome 4	A, B, C, E, F, G
Outcome 5	A, B, E, F, G
Outcome 6	A, B, E, F, G
Outcome 7	A, B, D, E, F, J
Outcome 8	A, B, E, F, J
Outcome 9	A, B, C, E, G, H, I, J
Outcome 10	A, E, F, G, H, I, J

Key: Where A, B, C, etc. = course assignments listed above.

2. Grading Policy

The Graduate School of Education has approved the following grading policy for EDCI 790.

- A. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress) in accordance with GMU policy for internships and GSE policy for internships.
1. Grades of *S (Satisfactory)* performance by an teacher candidate in Elementary Education will be documented on the Evaluation Profile, and/or in letters of recommendation prepared by the Advanced Mentor Teacher /Mentor Teacher and University Facilitator.
 2. A graduate teacher candidate who receives a *NC (No Credit)* grade will not be recommended for teacher licensure unless he/she repeats all or part of the internship with satisfactory performance. This may require enrolling and paying tuition for

- additional credit hours in a subsequent semester, or paying a fee for extended supervision.
3. The Advanced Mentor Teacher/Mentor Teacher(s) and the University Facilitator shall determine the interim and final grades jointly after consultation. If they cannot agree, the Coordinator of Elementary Education in consultation with the Associate Dean of Academic and Student Affairs may be consulted to determine the grade based on a review of the documentation and, if necessary, observation of the teacher candidate's performance.
 4. In some cases, a grade of No Credit may be accompanied by a recommendation that the student not be allowed to repeat the internship. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.
 5. The final grade will not be processed until the Summary of Internship Days of Supervised School-Based Teaching and Final Grade is complete and in the licensure office.
 6. Teacher candidates are responsible for documenting all requirements and materials for licensure.
 7. Teacher candidates are responsible for taking all tests required by the state and submitting the results to the licensure office prior to application for licensure.

3. Performance-based Assessment

There are two PBAs for this course:

- 1) Profile for Evaluation of Teacher Candidate Form. Scores will be submitted to Tk20 through Blackboard by your University Facilitator. You must upload the form to Blackboard once completed in order for scores to be submitted.
- 2) Collaborative Learning Team Assessment. Scores will be submitted to Tk20 through Blackboard by your University Facilitator. You must upload the assignment to Blackboard once completed in order for scores to be submitted.

TK20 Performance-Based Assessment Submission Requirement

Every student registered for any Elementary Education course with a required performance-based assessment is required to submit the Profile for Evaluation of Teacher Candidate Form and the Collaborative Learning Team Assessment to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

- 1) Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- 2) Students must follow the university policy for Responsible Use of Computing (<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- 3) Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- 4) The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- 5) Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, as soon as possible [See <http://ods.gmu.edu/>]. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (See <http://ods.gmu.edu/>)
- 6) Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 7) The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times (See Elementary Education Program Handbook).

CORE VALUES COMMITMENT

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



Promoting Learning & Development Across the Lifespan

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://gmu.edu/service/cert>

Proposed Class Schedule:

See Internship Handbook and Internship Calendar Guide

Profile for Evaluation of Teacher Candidate

Teacher Candidate: _____ **Spring** _____ **Fall** _____ **Yr** _____

School: _____ **Subject(s)/Level(s):** _____

Evaluator: _____ **Univ. Fac. Clin. Fac./Mentor Tchr. or Teacher Candidate**

Recommended Interim Grade _____ **End-of-Placement/Final Grade:** _____

This assessment of the teacher candidate's performance is to be completed by the advanced mentor teacher/mentor teacher, the university facilitator and the teacher candidate. The items reflect the important standards and competencies expected of professional educators, and the rating scale reflects their movement toward achieving proficiency over the course of the internship. This form may be used to record the interim AND final ratings.

- A rating of 3 indicates that the teacher candidate has achieved consistent proficiency in a particular skill or disposition. An average of 3 or higher across all areas (Grand Average) represents a passing grade for the FINAL PLACEMENT (Spring for all Teacher Candidates); first placement scores are not expected to be an average of 3
- Ratings of 1 or 2 indicate skills that require scaffolding and support on the part of the AMT and UF in order for the teacher candidate to develop the appropriate level of expertise. Please include comments that indicate a plan to address these skills and dispositions.
- Ratings of 4 or 5 suggest that the teacher candidate's performance regarding a skill or disposition is exceptional. These ratings should be reserved for documentable excellence. Please include comments that indicate the ways in which the teacher candidate has exceeded expectations.
- The interim or final grade is based on this profile, but may not be numerically correlated.
- Graduate Grading Scale: S=Satisfactory; NC=No Credit; IP=In Progress

Performance Rating Scale

- 5 = Performance is of notable excellence.
- 4 = Performance often goes beyond expectations.
- 3 = Performance is consistently proficient.
- 2 = Performance needs some improvement.
- 1 = Performance needs significant improvement.
- NR = Performance on this item was not rated during this evaluation.

Summary of Scores:

Interim	Final
Preparation & Planning _____	Preparation & Planning _____
Instruction and Management _____	Instruction and Management _____
Assessment _____	Assessment _____
Professional Development _____	Professional Development _____
Grand Average (average of scores) _____	Grand Average (average of scores) _____

I. Preparation and Planning	Interim	Final
1. Uses curriculum guidelines and learning standards during planning to meet the needs of learners.		
2. Develops unit and lesson plans to meet the developmental and academic needs of diverse learners.		
3. Plans a sequence of engaging activities, which are focused on achievement of the instructional objective(s).		
4. Selects learning experiences, technology and materials to accommodate different styles and levels of learning.		
5. Relates activities to students' culture, interests, knowledge, and experiences.		
6. Integrates materials and activities that are sensitive to culture, disabilities and gender.		
7. Gathers, creates and organizes materials and equipment in advance.		
8. Plans for using various methods to assess students' learning.		
9. Collaborates with other teachers and specialists in planning.		

Preparation and Planning

Average Rating (to 2 decimal places) _____

Interim Comments:

Final Comments: (use reverse side if needed)

II. Instruction and Management	Interim	Final
1. Uses a variety of teaching methods, techniques and strategies.		
2. Consistently presents accurate content.		
3. Consistently provides clear instructions.		
4. Provides opportunities for learners to participate actively and successfully at different levels.		
5. Provides opportunities for learners to work independently and in cooperative groups.		
6. Encourages critical thinking and problem solving.		
7. Appropriately uses a variety of materials, technology and other media to achieve instructional objectives.		
8. Motivates students through interesting and challenging activities.		
9. Communicates high expectations while respecting individual differences and cultural diversity.		
10. Creates and/or uses established routines to provide an orderly and supportive environment.		
11. Demonstrates courtesy and caring in relationships with students.		
12. Manages time, space and materials to keep students productively involved in learning.		
13. Demonstrates ability to manage 2/+ classroom activities simultaneously, with evidence of attention to each		
14. Works toward developing a positive classroom community.		
15. Handles disruptive or destructive behavior firmly and fairly.		

Instruction and Management

Average Rating (to 2 decimal places) _____

Interim Comments:

Final Comments: (use reverse side if necessary)

III. Assessment	Interim	Final
1. Uses Assessment that matches the objective		
2. Uses assessment to inform future instruction.		
3. Adapts pacing, methods and materials using feedback from students.		
4. Assesses for understanding and mastery through observation of students' performance.		
5. Assesses for understanding and mastery through evaluation of students' work.		
6. Keeps records of students' progress and problems.		
7. Communicates with students to inform them of their progress.		
8. Gathers, organizes, and analyzes student data to communicate progress to others.		

Assessment

Average Rating (to 2 decimal places) _____

Interim Comments:

Final Comments: (use reverse side if necessary)

IV. Professional Development	Interim	Final
1. Possesses the basic skills and knowledge needed to guide students' learning.		
2. Demonstrates effort to continue learning both content and pedagogy.		
3. Reflects on his/her professional practice.		
4. Welcomes assistance for improvement.		
5. Implements suggestions and recommendations for improvement.		
6. Can develop and explain professional judgments.		
7. Engages in productive relationships with professional colleagues and support staff.		
8. Demonstrates stamina, flexibility and a positive attitude.		
Is responsible, dependable and observant of school policies and procedures.	YES / NO	YES / NO
Demonstrates dispositions associated with an effective career educator.	YES / NO	YES / NO
Projects a professional image in terms of demeanor and appearance.	YES / NO	YES / NO

Professional Development

Average Rating (to 2 decimal places) _____

Interim Comments:

Final Comments: (use reverse side if needed)

Signatures (Interim Evaluation)

Advanced Mentor Teacher/Mentor Teacher Date

University Facilitator Date

(The signatures below indicate review rather than agreement.)

Teacher candidate Date

Principal (or Designee) Date

Signatures (Final Evaluation)

Advanced Mentor Teacher/Mentor Teacher Date

University Facilitator Date

(The signatures below indicate review rather than agreement.)

Teacher candidate Date

Principal (or Designee) Date

The information on this form becomes part of the student’s confidential record, and is not provided to prospective employers by the Graduate School of Education except through the grade on a transcript or in employment recommendation requested by the student.

Collaborative Learning Team Assessment EDCI 790 Internship

Assessment Objectives

- The candidate will collaborate with other teachers in a school context.
- The candidate will assess individual student and/or group learning progress and consider this data to make instructional decision.
- The candidate will develop and/or revise lesson plans, instructional delivery methods, and classroom management strategies with the goal of improving student learning progress.
- The candidate will collaboratively develop a teaching action plan that promotes an individual student's or a group of students' academic achievement.

Rationale

Today's teachers play a teacher leadership role, with each professional (novice and veteran) facilitating not only their own but also their colleagues' professional development—all focused on the achievement of the students they work together to educate. As a Teacher Candidate you will enter schools where collaboration with your colleagues in the service of your students is required. Professional collaborations and teacher leadership must begin and end with joint considerations of the evidence of student learning.

You will complete the Collaborative Learning Team Task during an internship or field experience placement to ensure that you have an active responsibility for instruction and student learning. This task can be completed in conjunction with other program requirements (e.g., a teacher research project or a teacher work sample assignment).

Assessment Task

To complete this task you will:

- Collaborate with a team of teacher colleagues, potentially including but not consisting solely of the mentor teacher, to discuss individual student or group learning progress
- With the learning team, consider assessment results and make responsive instructional decisions that promote an individual student's or a group of students' learning
- Provide input to the team to identify lesson plans or revisions to lesson plans, instructional delivery methods, or classroom management strategies affecting student learning progress
- Detail a teaching action plan that the team believes will promote the individual student's or group of students' academic achievement and that includes a description of the instructional activities and assessments to be used and how assessment results will be used to determine changes in student learning

Submission Directions

You will submit a completed template to demonstrate meeting the above objectives and completion of the above tasks:

Part 1: Collaboration

Documentation of collaborations with teacher colleagues regarding individual student or group learning progress. (Documentation can include: agenda, minutes, reflections, etc.)

Part 2. Assessment and Instruction**Documentation of initial assessment results and responsive instructional decisions.**

(Documentation will include the initial results from the assessment and the specific instructional decisions made in response to the assessment results.)

Part 3. Lesson Plan(s)/Revisions

Documentation of lesson plans or revisions, instructional delivery methods or classroom management strategies. (Documentation will be the detailed lesson plan(s) or revision with instructional delivery methods or classroom management strategies.)

Part 4. Teaching Action Plan

Include the teaching action plan that is a description of the alignment of specific instructional activities and assessments. (Documentation will describe an alignment of objectives, assessment outcomes and instructional strategies used.)

**Collaborative Learning Team Assessment
TEMPLATE**

You will submit the following and attachments to demonstrate meeting the objectives for this assessment task.

Task	Documentation		
Part 1: Documentation of collaborations with teacher colleagues regarding individual student or group learning progress.	Documentation of collaborations		
	<i>List artifacts attached to this template:</i>		
Part 2. Documentation of initial assessment results and responsive instructional decisions.	Assessment results	Corresponding instructional decisions	
Part 3. Documentation of lesson plans or revisions, instructional delivery methods or classroom management strategies.	Attach lesson plan to this template. <i>Briefly describe the content of the lesson and specific strategies and management techniques used for this lesson.</i>		
Part 4. Teaching action plan that includes a description of instructional activities and assessments.	Teaching action plan		
	Objectives	Instructional Activities	Assessment (list and state alignment)

Scoring Rubric
EDCI 790 Performance Based Assessment/ CEHD Common Assessment
Collaborative Learning Team Task Rubric

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Part 1. Collaboration				
<p>The candidate works with school professionals to plan and facilitate learning to meet diverse needs of learners.</p> <p><i>InTASC 10(b)</i> <i>ACEI 5.2</i> <i>CAEP 5b</i></p>	<p>The candidate does not provide evidence of effectively collaboration with school professionals to plan and/or jointly facilitate learning to meet diverse needs of learners.</p>	<p>The candidate provides evidence that he/she collaborates only occasionally or less than effectively with school professionals to plan and jointly facilitate learning to meet diverse needs of learners.</p>	<p>The candidate provides evidence that he/she collaborates with school professionals to effectively plan and jointly facilitate learning to meet diverse needs of learners but did not take advantage of all opportunities.</p>	<p>The candidate provides evidence that he/she collaborates regularly and effectively with a variety of school professionals to plan and jointly facilitate learning to meet diverse needs of learners.</p>
<p>The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p> <p><i>InTASC 10(f)</i> <i>ACEI 5.2</i> <i>CAEP 5b</i></p>	<p>The candidate does not provide evidence of collaboration with school professionals to engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she only occasionally or less than effectively collaborates with school professionals to engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she effectively collaborates with school professionals to effectively and jointly engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she collaborates regularly and effectively with a variety of school professionals to effectively and jointly engage in professional learning that advances practice.</p>

Part 2. Assessments and Instruction				
<p>Independently and in collaboration with colleagues, the candidate uses data (e.g., systematic observation, information about learners, research) to evaluate outcomes of teaching and learning to adapt planning and practice.</p> <p><i>InTASC 9(c)</i> <i>ACEI 4.0</i> <i>CAEP 3a</i></p>	<p>The candidate does not show evidence of collaboration with colleagues in the use of data to evaluate outcomes of teaching and learning or to adapt planning and practice.</p>	<p>The candidate independently or in collaboration with colleagues uses data to evaluate outcomes of teaching and learning but inaccurately or ineffectively adapts planning and practice.</p>	<p>The candidate independently and in collaboration with colleagues uses data to effectively evaluate outcomes of teaching and learning and adapts planning and practice.</p>	<p>The candidate independently and in collaboration with colleagues uses a variety of data to accurately evaluate outcomes of teaching and learning and effectively adapts planning and practice for all learners.</p>
Part 3. Lesson Plan				
<p>The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p> <p><i>InTASC 7(j)</i> <i>ACEI 3.1</i> <i>CAEP 3d</i></p>	<p>The candidate exhibits a limited or no understanding of the strengths and needs of individual learners nor how to plan instruction that is responsive to strengths and needs.</p>	<p>The candidate exhibits a limited understanding of the strengths and needs of individual learners and/or how to plan instruction that is responsive to these strengths and needs.</p>	<p>The candidate exhibits an understanding the strengths and needs of individual learners and how to plan effective instruction that is responsive to these strengths and needs.</p>	<p>The candidate exhibits a deep understanding the strengths and needs of diverse learners and how to plan effective instruction that is responsive to these strengths and needs.</p>

<p>The candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</p> <p><i>InTASC 6(a)</i> <i>ACEI 4.0</i> <i>CAEP 3b</i></p>	<p>The candidate does not provide evidence of the use of formative and summative assessment as appropriate to support, verify, and document learning.</p>	<p>The candidate provides limited evidence of the use of formative and/or summative assessment as appropriate to support, verify, and document learning.</p>	<p>The candidate provides adequate evidence of the balanced use of formative and summative assessment as appropriate to support, verify, and document learning.</p>	<p>The candidate provides extensive evidence of the balanced use of multiple formative and summative assessments as appropriate to support, verify, and document learning.</p>
<p>The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p><i>InTASC 6(b)</i> <i>ACEI 4.0</i> <i>CAEP 3a</i></p>	<p>The candidate provides no evidence that he/she designs assessments that match learning objectives with assessment methods or minimizes sources of bias that can distort assessment results.</p>	<p>The candidate provides little evidence that he/she designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p>	<p>The candidate provides evidence that he/she designs effective assessments that closely match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p>	<p>The candidate provides multiple pieces of evidence that he/she designs effective assessments that align learning objectives with a variety of assessment methods and minimizes sources of bias that can distort assessment results.</p>

<p>The candidate works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.</p> <p><i>InTASC 6(c)</i> <i>ACEI 5.2</i> <i>CAEP 3a</i></p>	<p>The candidate does not work independently and collaboratively to examine test and other performance data to understand some learner’s progress and to guide planning.</p>	<p>The candidate works independently and/or collaboratively to examine limited test and other performance data to understand some learner’s progress and to guide planning.</p>	<p>The candidate works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.</p>	<p>The candidate works independently and collaboratively to examine multiple sources of test and other performance data to understand every learner’s progress and to guide planning to meet diverse student needs.</p>
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Part 4 Teaching Action Plan

<p>The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> <p><i>InTASC 9(e)</i> <i>ACEI 5.1</i> <i>CAEP 5c</i></p>	<p>The candidate describes rather than reflects on personal biases and does not access resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>	<p>The candidate describes rather than reflects on personal biases and accesses some resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>	<p>The candidate reflects on some personal biases and accesses a range of resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>	<p>The candidate reflects candidly on a variety of personal biases and accesses a broad range of resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>
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<p>The candidate takes an active role on the instructional team giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.</p> <p><i>InTASC 10(a)</i> <i>ACEI 5.2</i> <i>CAEP 5b</i></p>	<p>The candidate does not work with the instructional team, receives limited feedback on practice, examining minimal learner work, rarely analyzing data, and sharing little responsibility for decision making and accountability for student's learning.</p>	<p>The candidate occasionally and/or passively works with the instructional team, receiving limited feedback on practice, examining some learner work, analyzing data from a single source, and sharing little or no responsibility for some decision making and accountability for each student's learning.</p>	<p>The candidate takes an active role on the instructional team, receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.</p>	<p>The candidate takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's diverse learning needs.</p>
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