

**George Mason University
College of Education and Human Development
Graduate School of Education**

Teaching Culturally, Linguistically Diverse & Exceptional Learners Program

**EDCI 790:
International Education Student Teaching – ESL
6 Credits
Spring 2017
CRN: 23577**

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Meeting Dates: January 23 – May 7

Meeting Time: online

Meeting Location: online

UNIVERSITY CATALOG COURSE DESCRIPTION:

Intensive, supervised clinical experience for full semester in accredited schools, both at elementary and secondary levels. Students must register for appropriate section (ESL or elementary).

PREREQUISITES/CO-REQUISITES:

Eligibility for student teaching requires:

1. Good academic standing
2. Satisfactory completion of all coursework in the licensure program
3. Submission of satisfactory scores on all prerequisite exams:
 - a. Praxis I tests for Reading, Writing, and Mathematics
 - b. Virginia Communication and Literacy Assessment (VCLA)
 - c. Virginia Reading Assessment (VRA) or Reading for Virginia Educators (RVE) (Elementary students only)
 - d. Praxis II (Elementary students only)
4. Completion of all endorsement hours

COURSE DELIVERY METHOD:

This course will be delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu or gmue.edu) and email password. The course site will be available on **January 26, 2017 at 9 am EST**.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

LENGTH OF STUDENT TEACHING:

GMU requires a minimum of 300 student teaching clock hours, including 150 clock hours of direct teaching. This commitment is a 15-week full-time experience. These requirements exceed the current state licensure requirement. An extended period of student teaching provides better preparation and is protection against contingencies such as illness or other interruptions. Students are expected to model the policies and regulations of the school in which they are student teaching. That includes timely arrival, attendance at faculty meetings, parent meetings/conferences, professional dress, participation in afterschool/evening events and all roles of a full-time teacher. Students are expected to complete the full semester of student teaching except in unusual circumstances. In such cases, the Director of Student and Faculty Services may approve early termination based on the recommendation of the university supervisor and cooperating teacher.

FORMAT FOR STUDENT TEACHING:

All students are placed in an accredited P-12 school for the duration of student teaching. Students should obtain a placement from the TCLDEL Field Coordinator well in advance of beginning student teaching. Students in the ESL program spend half of the semester at the elementary level and half at the middle/secondary level. This means there is a seven-week placement for each grade and a week transition/preparation in between placements. Other ESL teacher candidates are in on the job (OTJ) placements and spend the entire 14-week placement in one school. Depending on the level where OTJ students are working (either elementary or middle/secondary), they will be required to complete fieldwork hours at the alternative level. More details will be provided about the fieldwork later in the syllabus.

In all cases, the teacher candidate begins by observing and co-teaching and then gradually assumes responsibility for instruction until he or she carries the full teaching load. Toward the end of the assignment, the student gradually returns responsibility for instruction to the classroom teacher. During the transition periods before and after independent teaching, the teacher and the student may co-teach or share responsibility for specific periods or subjects. Teacher candidates are not yet credentialed and should never have sole responsibility for the students without a full-time teacher in the room. Teacher candidates should always progress at a rate appropriate to their preparedness to assume responsibility for instruction.

EXPECTATIONS FOR PARTICIPATION:

This online course is **not self-paced**. You will be expected to complete one module every week.

Completing a module involves reading, participating in discussions with the whole class, and completing any accompanying assignments associated with that module. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

- **Course Week:** This course is asynchronous: Because asynchronous courses do not have a “fixed” meeting day, our week will **start on Mondays, and finish on Sundays**. **Please note: This may deviate from your school’s week depending where you are.**
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be **3** times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;

- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool
- Access to a scanner to scan and upload documents to Blackboard.

LEARNER OUTCOMES: Based upon Interstate New Teacher Assessment and Support Consortium (INTASC) standards, this course will enable students 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 (Standard 1).
- Understand how children learn and develop and provide learning opportunities that support children's intellectual, social, and personal development (Standard 2).
- Understand how students differ in their approaches to learning and create instructional opportunities adapted to diverse learners (Standard 3).
- Understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills (Standard 4).
- 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 (Standard 5).
- 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 (Standard 6).
- Plan instruction based on knowledge of subject matter, students, the community, and curriculum goals (Standard 7).
- Understand and use formal and informal assessment strategies to evaluate and ensure the intellectual, social, and physical development of the learner (Standard 8).
- 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 (Standard 9).
- Foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being (Standard 10).
- Understand the teacher's responsibility to fulfill the legal requirements for recognizing, reporting, and responding to child abuse and neglect (Code of Virginia 22.1-298).

PROFESSIONAL STANDARDS:

Teacher candidates are expected to demonstrate their acquisition and ability to apply the following TESOL Standards.

TESOL Standards
Domain 1: Language
Domain 2: Culture
Domain 3: Planning, Implementing and managing Instruction
Domain 4: Assessment
Domain 5: Professionalism

REQUIRED TEXTS: There is no required text for this course.

GRADING POLICY

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

1. The grading scale will be S (Satisfactory/Passing), NC (No Credit/Fail), or IP (In Progress) in accordance with GMU policy for student teaching and GSE policy for counseling and administrative internships.
2. The mentor teacher(s) and the university supervisor shall determine the interim and final grades jointly after consultation. If they cannot agree, the Director of Student and Faculty Services will determine the grade based on a review of the documentation and, in some cases, observation of the teacher candidate's performance.
3. A graduate teacher candidate who receives a No Credit grade will not be recommended for teacher licensure unless he/she repeats all or part of the 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.) Permission for repeating the student teaching experience must be applied for and granted by the university.
4. Any teacher candidate whose performance cannot be evaluated at the end of the grading period will receive a grade of IP (In Progress). An IP grade shall be changed to Satisfactory or No Credit for graduate students upon completion of requirements - usually before the beginning of the next semester.
5. In some cases, a grade of No Credit may be accompanied by a recommendation that the student not be allowed to repeat the student teaching experience. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.

Tk20 Performance-Based Assessment Submission Requirement:

Every student registered for any TCLDEL course with a required performance-based assessment is required to submit the following assessments: InTASC Internship Evaluation, and the EDCI 790 Internship Evaluation 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 NC nine weeks into the following semester.

HONOR CODE & INTEGRITY OF WORK

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<http://oai.gmu.edu/honor-code/>). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
4. You may also not “reuse” fieldwork hours.

LATE WORK POLICY

At the graduate level, all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve late/makeup work.*

INCOMPLETE (IN):

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

COURSE WITHDRAWAL WITH DEAN APPROVAL:

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor* in APTDIE to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at

703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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

PROFESSIONAL DISPOSITIONS:

Students are expected to exhibit professional behaviors and dispositions at all times.

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. [See <http://cehd.gmu.edu/values/>]

NETIQUETTE:

As we will be working together in an online environment, netiquette will be significantly important in terms of creating a community of thinkers and learners. Netiquette is a way of defining professionalism through network communication; it is a way to foster a safe on-line learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

For our class, here are the netiquette guidelines for working and communicating online:

- Do not use offensive language.
- Never make fun of someone's ability to read or write.
- Keep an "open-mind" and be willing to express even your minority opinion.
- Think before you push the "Send" button.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.

GMU E-MAIL AND WEB POLICY:

Mason uses electronic mail (www.gmu.edu/email) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog). All communication sent for this course will be sent to your Mason email account.

All communication sent for this course will be sent to your Mason email account. I will respond to emails as soon as I can, but generally within 24 hours unless noted by an out of office message.

COURSE SCHEDULE

Key:

Blue = Blog topic to be completed by all students

Black = What must be uploaded to Blackboard by the end of the week by all students

Red = Items that need to be uploaded by students with two placements only (student teaching)

Purple = Items that need to be uploaded by students with one placement only (on the job internship)

Green = Important notes for everyone

Weekly Schedule	Assignment
WEEK 1 January 23 - January 29	<p>Blog Topic 1: Describe the classroom, school, students and your goals for your 1st placement or your internship.</p> <p>Review syllabus and deadlines with cooperating teacher.</p> <ul style="list-style-type: none"> • Submit Student Placement and Information Sheet (on Bb)
WEEK 2 January 30 - February 5	<ul style="list-style-type: none"> • Submit first Bi-Weekly Progress Report (Form ST-2 in Teacher Candidate Manual)
WEEK 3 February 6 - February 12	<p>Blog Topic 2: Discuss challenges you have experienced in your teaching placement thus far.</p> <ul style="list-style-type: none"> • Submit Profession and Career Goal Plan
WEEK 4 February 13 - February 19	<ul style="list-style-type: none"> • Submit second Bi-Weekly Progress Report (Form ST-2) • Submit first Log of Hours (Form ST-1) • Submit CEHD Teacher Candidate Assessment – Midterm (Use Appendix CEHD)
WEEK 5 February 20 - February 26	<p>Blog Topic 3: Discuss what has surprised you the most so far about your student teaching or internship experience.</p> <ul style="list-style-type: none"> • Submit first set of video clips and reflections • Submit Teacher Evaluation Form – Observation 1 (Use Appendix Elementary)
WEEK 6	<p>Blog Topic 4: Share ways you differentiated your lessons to meet</p>

February 27 - March 5	<p>the needs of all students.</p> <ul style="list-style-type: none"> • Submit third Bi-weekly Report (Form ST-2)
WEEK 7 March 6 - March 12	<ul style="list-style-type: none"> • Submit second set of video clips and reflections • Submit Teacher Evaluation Form – Observation 2 (Appendix Elementary) • Submit Teacher Candidate’s Evaluation of Student Teaching Process to Leslie (Appendix ST-3) • Submit Mentor Teacher’s Evaluation of Student Teaching Process to Leslie (Appendix MT-3) • Submit On-Site Supervisor’s Evaluation of Student Teaching Process to Leslie (Appendix OS-2)
WEEK 8 March 13 - March 19	<ul style="list-style-type: none"> • Submit second Log of Hours (Form ST-1) • Submit CEHD Teacher Evaluation Form – Final (Appendix CEHD) • Submit Summary of Placement, Supervisors, Hours, and Final Grade (Appendix MT-2)
WEEK 9 March 20 - March 26	<p>Blog Topic 5: How have you grown as a teacher so far in these 8 weeks?</p> <ul style="list-style-type: none"> • Submit CEHD Teacher Evaluation Form – Midterm (Appendix CEHD) <p>Review syllabus and deadlines with cooperating teacher.</p>
WEEK 10 March 27 - April 2	<ul style="list-style-type: none"> • Submit fourth Bi-Weekly Progress Report (Form ST-2).
WEEK 11 April 3 - April 9	<p>Blog Topic 6: Post a lesson plan you taught and reflect on that experience.</p> <ul style="list-style-type: none"> • Submit third set of video clips and reflections • Submit Teacher Evaluation Form – Observation 3 (Appendix Elementary)
WEEK 12 April 10 - April 16	<ul style="list-style-type: none"> • Submit fifth Bi-Weekly Progress Report (Form ST-2) • Submit third Log of Hours (Form ST-1) • Submit CEHD Teacher Evaluation Form – Midterm (Appendix CEHD)
WEEK 13 April 17 - April 23	<p>Blog Topic 7: Discuss what you know now that you wish you would have known at the beginning of your student teaching or internship experience.</p> <ul style="list-style-type: none"> • Submit Revised Professional and Career Goal Plan

<p>WEEK 14 April 24 - April 30</p>	<ul style="list-style-type: none"> • Submit sixth Bi-Weekly Progress Report (Form ST-2) • Submit fourth set of video clips and reflections • Submit Teacher Evaluation Form – Observation 4 (Appendix Elementary) • Submit Teacher Candidate’s Evaluation of Student Teaching Process to Leslie (Appendix ST-3) • Submit Mentor Teacher’s Evaluation of Student Teaching Process to Leslie (Appendix MT-3) • Submit On-Site Supervisor’s Evaluation of Student Teaching Process to Leslie (Appendix OS-2) • Submit Fieldwork Observations (on Bb)
<p>WEEK 15 May 1 - May 7</p>	<p>Blog Topic 8: What are you most looking forward to as you complete your student teaching experience and prepare to start teaching in a classroom of your own?</p> <ul style="list-style-type: none"> • Submit fourth Log of Hours (Form ST-1) • Submit CEHD Teacher Evaluation Form – Final (Appendix CEHD) • Submit Summary of Placement, Supervisors, Hours, and Final Grade (Appendix MT-2) • Submit InTASC Internship Evaluation (Use CEHD Final Assessment) • Submit EDCI 790 TCLDEL Elementary Internship Evaluation (Use Final Observation)

DETAILED ASSIGNMENT INFORMATION

Please note: All assignments are due by 11:59 PM EST on the date noted.

1. Student Placement and Information Sheet

Each student will provide the professor with information concerning their placements or internships and mentor teacher(s) at the beginning of the semester. This will provide the professor with the correct contact information for all mentor teachers, on-site supervisors, and school placements. This information is extremely important as it will be necessary for the professor to be in contact with the mentor teacher and/or the on-site supervisor throughout the semester. This assignment is due in Blackboard on **January 29**.

2. Blog

Students will interact with other teacher candidates through a blog on Blackboard. Each student will be required to submit eight blogs throughout the semester describing his/her experiences in their classroom. This is meant to be a short, two to three paragraph update on the teaching experience. Each log will have a specific theme. Feel free to keep it fun, but also share your

struggles and epiphanies during your teaching experience. **In this class, the week is defined as starting on Monday and ending on Sunday midnight (EST). The first blog will be due by January 29.**

3. Daily Lesson Plans

No instruction should occur without an approved lesson plan. The teacher candidate must provide daily lesson plans for review by the cooperating teacher. The format may be mutually determined by the teacher candidate and the cooperating teacher, but should include the elements shown in Appendices RM-3 and RM-4 of the Student Teaching Handbook. Lesson plans should also be kept in the journal to be viewed throughout the semester as a means of conducting evaluations by the cooperating teacher and on-site supervisor. **Due daily to your mentor teacher throughout the semester. Lesson plans are not handed in to the instructor of EDCI 790.**

4. Professional and Career Goal Plan

Each teacher candidate will create a professional goal plan during the student teaching experience. The professional goal plan will be an articulation of the professional and career plans that the teacher candidate wants to focus on immediately, at the end of the internship experience, and long term. The plans are meant to be a way to think through next steps in one’s professional development trajectory, but also as a way to engage in dialogue about options and opportunities that could help achieve each goal. Each teacher candidate will submit a preliminary professional goal plan to Blackboard on **February 12** and a final professional goal plan and reflection on **April 23**.

Professional Goals Plan Template

Goal Description	Why the goal was chosen?	How will you strive to achieve this goal?	What assistance do you think would be helpful in moving you forward in achieving this goal?

5. Hours Logs

Each student will need to keep track of the hours that they are engaged in student teaching activities. The logs must be signed by the mentor teacher, and all time columns should be correctly *tallied* before submission. Students will record hours in three categories: **Direct Teaching** (the time spent directly interacting with students, whether co-teaching, independent teaching, working with small groups, or working one-on-one with a student), **Indirect Teaching** (time spent observing, planning, grading, attending faculty meetings, and other teaching-related experiences during the school day), and **School-based Activities** (non-teaching duties occurring outside of school hours, such as parent open house or school multicultural nights).

Hours logs are due on **February 19, March 19, April 16, and May 7**.

6. Bi-Weekly Progress Reports

Each student will submit a progress report every two weeks (see Appendix ST-2 in the Student Teaching Manual). The teacher candidate will complete section 1 of the Progress Report detailing the teaching activities for the period. The mentor teacher should then complete sections 2 and 3 of the form and sign it. The teacher candidate then submits the form to Blackboard.

Biweekly progress reports are due on **February 5, February 19, March 5, April 2, April 16, and April 30.**

7. Formal Observations

Teacher candidates *with two placements* must be observed at least **4** times during their placements by both the Mentor Teacher and the On-Site Supervisor; **2** times in the first placement and **2** times in the second placement. The evaluation form for ESL teacher candidates is provided in the Student Teaching Handbook under “Appendix ESL”.

Observations are due on **February 26, March 12, April 9, and April 30.**

Teacher candidates *who are in an on the job placement (OTJ)* must be observed at least **2** times during their placements by both the Mentor Teacher and the On-Site Supervisor. The evaluation form for ESL teacher candidates is provided in the Student Teaching Handbook under “Appendix ESL”.

Observations are due on **March 12 and April 30** for on-the-job candidates.

8. Classroom Videos and Reflections

Teacher candidates *with two placements* should video record a lesson **4** times, **2** times during the first placement and **2** times during the second placement. After recording, the teacher candidate should review the video and locate **four segments** of approximately **5 minutes** each that show: 1) an anticipatory set in which the lesson is introduced and prior knowledge is engaged, 2) a sample of engaging students in a student-centered activity, 3) a sample of something that went particularly well during the lesson, and 4) a sample of something that you could improve upon in the lesson.

For each segment, the student should craft a paragraph (minimum) reflection in which the video segment is described and the episode is reflected upon. The reflection should include the following: what is happening in the clip, why the clip was chosen, what this clip represents in your teaching, things you notice about your teaching from the clip, and what strengths and weaknesses you might have observed in yourself through this clip. The four clips (NOT THE ENTIRE VIDEO) should be uploaded into Blackboard. *Each clip* should be accompanied by a written reflection.

Classroom videos and reflections are due on **February 26, March 12, April 9, and April 30.**

Teacher candidates *who are in an on the job placement (OTJ)* should record a lesson **2** times during the semester. The videos should correspond to the formal observations as noted above. After recording, the teacher candidate should review the video and locate four segments of approximately five minutes each per the same directions as set forth for those teacher candidates with two

placements. For each segment, the student should craft a paragraph minimum reflection in which the video segment is described and the episode is reflected upon. The reflection should include the following: what is happening in the clip, why the clip was chosen, what this clip represents in your teaching, things you notice about your teaching from the clip, and what strengths and weaknesses you might have observed in yourself from the clip. The four clips and not the entire video should be uploaded into Blackboard according to the due date.

Classroom videos and reflections for on-the-job teacher candidates are due on **March 12** and **April 30**.

9. Summary of Placement, Supervisors, Hours, and Final Grade

At the end of each placement, the mentor teacher and the on-site supervisor will complete a summary of placement form summarizing your placement experience. The form will then be scanned and uploaded onto Blackboard by the student. This form will be completed twice for students with two placements and once by students with on-the-job placements.

The Summary of Placement, Supervisors, Hours, and Final Grade form is due from candidates with two placements on **March 19** and **May 7**.

The Summary of Placement, Supervisors, Hours, and Final Grade form is due from on-the-job teacher candidates on **May 7**.

10. CEHD Teacher Candidate Assessment

Teacher candidates will need to submit this twice during their placements – once halfway through and again at the end. The mentor teacher should be filling this form out. This form is also being used for the InTASC Internship Evaluation and students should submit their final CEHD Teacher Candidate Assessment for this assessment as directed under the Assessments tab in Blackboard. Further directions will be provided by the instructor. Students should use the Appendix CEHD Form.

The CEHD Teacher Candidate Assessment is due from candidates with two placements on **February 19, March 19, April 16, and May 7**. The CEHD Teacher Candidate Assessment is due from on-the-job candidates (OTJ) on **March 26** and **May 7**.

11. Fieldwork Observation Form

On-the-job teacher candidates will be required to complete 20 hours of observations at the opposite level of where they are currently working. A log of observation hours will need to be submitted to Blackboard. The log will be available on Bb. Please ask the instructor if you have any questions about the level you must observe.

The fieldwork observation form is due on **May 7**.

12. InTASC Internship Evaluation (Tk20)

For EDCI 790, there are three assignments you will need to complete for Tk20 – the InTASC Internship Evaluation, the TCLDL Observer Disposition, and the EDCI 790 ESL Internship Evaluation (please see below).

These assessments are related to the College of Education and Human Development and their use of Tk20. For each CEHD course, assignments are being collected for program accreditation and analysis.

For the InTASC Internship Evaluation, there is no additional work for you to complete but you do need to upload your final CEHD Teacher Candidate Assessment under the Assessment tab in Blackboard. This assignment is due on **May 7**. Additional information will be provided in Blackboard.

13. TCLDL Observer Disposition (Tk20)

This assessment is done cooperatively by your mentor teacher and your University Supervisor (the EDCI 790 professor). The form is provided in the Teacher Candidate Handbook and evaluates the dispositions of the College of Education and Human Development. Please make sure your mentor teacher completes the top portion of this form completely with their educational and experience information. The form will be emailed to the course instructor. *It does not get uploaded to Bb*. This assignment is due on **May 7**.

14. EDCI 790 ESL Internship Evaluation (Tk20)

This assessment is also related to the College of Education and Human Development and their use of Tk20. Students will need to upload their final observation under the Assessment tab in Blackboard. This assignment is due on **May 7**. Additional information will be provided in Blackboard.

APPENDIX

PLACEMENT PAPERWORK

There is a wide variety of paperwork that is completed throughout the teaching placements. All the forms can be found in the student teaching manual. In this section, all the paperwork addressed in the STUDENT TEACHING MANUAL is explained, with assigned due dates. ****PLEASE** note, some of the forms are compilation forms, meaning that you and your mentor teacher – or the mentor teacher and the on-site supervisor – will work together to fill out the same form. Each appendix is explained below, for clarity of understanding the handbook. The paperwork required for Student Teaching must be posted to Blackboard unless otherwise noted. Students are required to have access to a scanner to post signed and dated evaluation forms.

FORMS FOR TEACHER CANDIDATES

Appendix ST-1: Log of Hours (*For Teacher Candidates to Use*)

Teacher candidates must keep a daily log of hours. The logs must be signed by the mentor teacher, and all time columns should be correctly tallied before submission. The logs of hours are kept in the journal/portfolio and scanned and submitted to Blackboard four times throughout the semester.

Appendix ST – 2: Bi-Weekly Progress Reports (*For Teacher Candidates to Use*)

The teacher candidate completes section 1 of the Progress Report once every two weeks, gives it to the mentor teacher for completion of sections 2 and 3, and then submits it to Blackboard.

Appendix ST – 3: Teacher Candidate’s Evaluation of Student Teaching Process (*For Teacher Candidates to Use*)

The teacher candidate should complete the evaluation of the student teaching process twice during the semester: once at the end of the first placement and once at the end of the second placement. This form will be emailed directly to Leslie Silkworth, lsilkwor@gmu.edu, and not submitted to Blackboard.

FORMS FOR MENTOR TEACHERS

Appendix MT – 1: Summary Observation Report (*For Mentor Teachers to Use*)

This form is meant as a tool for the mentor teacher to use during informal teaching observations, to help guide the student in his/her teaching development. It is ideal for a mentor teacher to complete at least four (4) of these throughout the placement. These forms do not need to be submitted to Blackboard.

Appendix MT – 2: Bi-Weekly Progress Report (*For Mentor Teachers to Use*)

The teacher candidate completes section 1 of the Progress Report once every two weeks, gives it to the mentor teacher for completion of sections 2 and 3, and then submits it to Blackboard.

Appendix MT – 3: Summary of Placement, Supervisors, Hours, and Final Grade (*For Mentor Teachers to Use*)

The mentor teacher will complete this form at the end of the student’s placement, in conjunction with the on-site supervisor, if appropriate. The form will then be scanned and uploaded onto Blackboard by the student.

Appendix MT – 4: Mentor Teacher’s Evaluation of Student Teaching Process (*For Mentor Teachers to Use*)

The mentor teacher should complete the evaluation of the student teaching process at the end of the placement. This form will be emailed directly to Leslie Silkworth, lsilkwor@gmu.edu, and not submitted to Blackboard.

**This form is also located at the end of the syllabus.

Appendix MT – 5: Dispositions Assessment (*For Mentor Teachers to Use*)

The mentor teacher should complete the dispositions evaluation of the student at the end of the placement. This form will be emailed directly to the instructor, and not submitted to Blackboard.
**This form is also located at the end of the syllabus.

FORMS FOR ON-SITE SUPERVISORS

Appendix OS – 1: Summary of Placement, Supervisors, Hours, and Final Grade (*For On Site Supervisors to Use*)

The mentor teacher will complete this form at the end of the student's placement, in conjunction with the on-site supervisor, if appropriate. The form will then be scanned and uploaded onto Blackboard by the student.

Appendix OS – 2: On-Site Supervisor's Evaluation of Student Teaching Process (*For On Site Supervisors to Use*)

The on-site supervisor should complete the evaluation of the student teaching process at the end of the placement. This form will be emailed directly to Leslie Silkworth, lsilkwor@gmu.edu, and not submitted to Blackboard.

**This form is also located at the end of the syllabus.

FORMAL OBSERVATION FORMS FOR MENTOR AND ON SITE SUPERVISORS

Appendix ESL: Student Teaching Evaluation Form for ESL Education Students (*For Mentor Teachers and On Site Supervisors to Use*)

This is the official observation and feedback form for ESL education students. This form is to be used by the mentor teacher and on-site supervisor should use for the **formal observations** (when the lessons officially observed) **AND** at the end of the teacher candidate's independent teaching.

**This form is also located at end of the syllabus.

Field Experience Evaluation Form

Student Name		Mentor Teacher/ Supervisor Name	
Gnumber		Title	
Course		Years of Experience	
Semester		Degree/License	

PERSONAL AND PROFESSIONAL QUALITIES	Consistently Evident (4)	Frequently Evident (3)	Sometimes Evident (2)	Seldom Evident (1)	Not Applicable (N/A)
Open to Feedback - Is receptive to constructive criticism/growth-producing feedback - Self-regulates and modifies professional behavior based on feedback - Seeks opportunities for professional growth to improve practice					
Collaboration & Teamwork - Exhibits teamwork for school/organizational improvement - Collaborates well with others - Is caring, empathetic and respectful to others					
Cultural Responsiveness - Treats individuals in an unbiased manner - Embraces differences - Views diversity as an asset					
Continuous Improvement/ Change Orientation - Takes initiative appropriately - Seeks evidence for use in decision making - Is willing to take appropriate risks/try new things					
High expectations for learning - Holds high expectations for all learners - Monitors and assesses student learning to provide feedback and alter instruction to improve learning					
Advocacy - Seeks to understand and address student issues and challenges - Shows a genuine interest in others' well-being - Seeks to direct students and/or families to needed resources					
Professionalism - Is punctual and well prepared with appropriate dress & appearance - Demonstrates respect for students, families, colleagues, and/or property - Uses technology & social media appropriately					
Legal & Ethical Conduct - Exhibits integrity and ethical behavior - Maintains privacy and confidentiality of sensitive information - Demonstrates fairness and consistency in applying and enforcing rules, policies, and regulations					

Comments:

Appendix ESL: Teacher Candidate Evaluation Form for ESL Education Students

(To be used by mentor teacher and on-site supervisor for two formal observations of videotaped lessons at midpoint and end of teacher candidate's independent teaching)

Teacher Candidate's Name _____ Semester _____

Teacher Candidate's Contact Email _____ Grade/Subject of Placement _____

Evaluator Name/Signature _____ Position _____

School _____ Evaluator Contact Email _____

Teacher Candidate Category	TESOL Domain	Score			Score
		1	2	3	
		Approaches Standard	Meets Standard	Exceeds Standard	
Demonstrate knowledge of the components of language and language as a system including phonology, morphology, syntax, pragmatics, and semantics.	1a	Candidates demonstrate limited knowledge of language and language as a system to inform instruction. Candidates often fail to serve as a good model of use of English.	Candidates demonstrate proficiency in their own use of English and serve as a good language model for ELLs. Candidates use components of language and language as a system to inform instruction and assist students in recognizing, using, and acquiring English in oral and written contexts.	Candidates design instruction that incorporates knowledge of language and differentiation to accommodate challenging aspects of English. They create lesson plan that help students develop strategies monitor their own use of English and provide opportunities to do so. They serve as an excellent model for English and can use students L1 where possible.	
Understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning	1b	Candidates incorporate little theory or research in implementing instruction. Instruction provides little differentiation to create a supportive learning environment.	Candidates identify and understand language acquisition theory and research to develop lessons and instruction that are developmentally appropriate. Candidates vary their teaching style to accommodate students' different learning styles.	Candidates engage in action research within the classroom, applying theories and research in language acquisition to analyze and understand students' language acquisition and literacy. They provide regular opportunities for students to read, learn, and express themselves in their L1 in class and use L1 language to support instruction in the L2.	

Understand and apply cultural values and beliefs in the context of teaching and learning.	2a	Candidates provide minimal planning and instruction related to cultural values and beliefs. Candidates demonstrate only slight understanding of cultural backgrounds of students and how this will impact instruction.	Candidates seek ways to understand student's cultural values and beliefs and actively incorporate this knowledge into planning and implementing instruction. They demonstrate the belief that all students can learn.	Candidates consistently use cultural knowledge throughout teaching to relate activities and materials to students' culture, interests, knowledge and experience. They demonstrate the belief that all students can learn and treat students and their cultural heritage with respect. They integrate materials and activities which promote equity.	
Candidates plan classroom instruction in a supportive learning environment for ELLs. They plan multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum	3a	Candidates provide minimal planning in addressing the needs of all learners in the classroom	Candidates plan instruction to address the needs of all learners in the classroom. Lesson plans include standards-based ESL instruction and integrate content in meaningful ways as appropriate.	Candidates consistently differentiate instruction to provide for the diverse needs of learners. Lesson plans include multiple ways of presenting material and are based on multiple measures of developmental needs. Candidates consistently plan instruction to create meaning using real-world scenarios.	
Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content	3b	Candidates provide few activities or tasks that develop student's language abilities. Instruction lacks variation and differentiation.	Candidates plan and implement activities, tasks, and assignments that develop authentic uses of academic language. Candidates provide standards-based instruction that builds and integrates students listening, reading, writing and oral language skills.	Candidates design and implement activities, tasks, and assignments that develop authentic uses of academic language and collaborate with content-teachers to link language and content together in thematic and inquiry-based units. Candidates consistently provide opportunities for students to develop their listening, reading, writing, and oral language skills in integrated ways.	
Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching	3c	Candidates provide minimal adaptation of materials and do not address age appropriateness or language proficiency in modifications	Candidates provide means to adapt texts so that they are for students age, learning style, and language proficiency	Candidates build on student's culture in adapting and sequencing materials so that they are consistently culturally and linguistically appropriate for students	

<p>Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodates in formal testing situations</p>	<p>4a</p>	<p>Candidates use a minimal variation of assessment measures or fail to adapt assessments to appropriately evaluate student’s language ability. Candidates provide minimal preparation for assessments.</p>	<p>Candidates use multiple and appropriate formative and summative assessments measures for a variety of purposes. They prepare students appropriately for all assessments. Candidates understand the obstacles to assessment ELLs face and have strategies to help them.</p>	<p>Candidates design and adapt classroom tests and alternative assessment measures to make them appropriate for ELLs for a variety of purposes. They use multiple and adapted assessments consistently and appropriately in class. Candidates create assessments that are standards based, valid, reliable, and appropriate.</p>	
<p>Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understand of their uses for identification, placement, and reclassification of ELLs</p>	<p>4b</p>	<p>Candidates provide minimal effort in assessing ELLs discrete and integrated language skills and implement only a few measures to do so. Candidates cannot explain the issues regarding placement of ELLs.</p>	<p>Candidates assess Ells discrete and integrated ability to use grammar, vocabulary, listening, speaking, reading, and writing to communicate appropriate using performance-based measures. They understand issues regarding placement and reclassification of ELLs.</p>	<p>Candidates develop and adapt a variety of techniques and instruments to assess ELLs content learning at all levels of language proficiency and literacy. Candidates share these assessments with colleagues. They understand issues regarding placement and reclassification of ELLs and share this information effectively with families and colleagues.</p>	
<p>Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom</p>	<p>4c</p>	<p>Candidates use a minimal variety of performance based assessments within class. Assessment is often not included in lesson planning or implementation. Assessments are not adapted or implemented appropriately.</p>	<p>Candidates use a variety of performance based assessment tools to evaluate ELLs. They use test adaptation techniques (such as simplifying language) to support diverse learners. They model self and peer assessment techniques and provide opportunities for students to practice these in the classroom.</p>	<p>Candidates create multiple performance based measures to assess students’ language skills and communicative competencies across the curriculum. . They imbed peer and self-assessment within instruction and create and use a variety of rubrics to assess ELLs learning.. Candidate share their knowledge with colleagues effectively.</p>	
<p>Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and applying this knowledge to inform teaching and learning</p>	<p>5a</p>	<p>Candidates demonstrate limited knowledge of ESL laws, policies, and procedures but do not use this knowledge to inform instruction.</p>	<p>Candidates use their knowledge of laws, policies, and procedures related to ESL teaching to provide appropriate instruction for ELLs. Candidates conduct classroom research to support students.</p>	<p>Candidates use their knowledge of laws, policies, and procedures related to ESL teaching to design appropriate instruction for ELLs. Candidates design and implement research that will affect their instruction.</p>	

<p>Candidates take advantage of professional growth opportunities and Demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.</p>	<p>5b</p>	<p>Candidates understand the importance of advocating for ELLs and establishing collaborative relationships with others but make minimal effort to engage partners. Attendance at meetings and planning session is inconsistent.</p>	<p>Candidates are valued members of the faculty and consistently engage in meetings, planning sessions, and other requirements. Candidates advocate for students and provide ways to work collaboratively among teachers, staff, and administration.</p>	<p>Candidates take initiative to collaborate with general and content areas teachers consistently to plan and implement instruction for ELLs. Presents findings, ideas, and proposals to staff. Consistently attends and actively participates in additional faculty opportunities and extracurricular activities. Consistently and creatively communicates with families about student's learning.</p>	
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Additional Strengths:

Additional Weaknesses:

Mentor Teacher's Signature: _____ **Date** _____

On-Site Supervisor's Signature: _____ **Date** _____

Candidate's Signature: _____ **Date** _____

TEACHER CANDIDATE ASSESSMENT

George Mason University
College of Education and Human Development

MIDTERM _____ FINAL _____

Conference Date: ____/____/____

Teacher Candidate: _____ School: _____

Mentor Teacher: _____ Grade/Content: _____

University Supervisor: _____ Semester/Year: _____

4 = Exceeds Expectations -Teacher candidate's performance demonstrates clear, convincing and consistent evidence
3 = Meets Expectations-Teacher candidate's performance demonstrates considerable evidence of meeting expectations
2 = Approaching Expectations -Teacher candidate's performance demonstrates evidence of approaching expectations
1 = Does Not Meet Expectations - Teacher candidate's performance demonstrates he/she does not meet expectations
NA = Teacher candidate's performance in this area is not applicable or not able to be evaluated

*InTASC-Interstate Teacher Assessment & Support Consortium *ISTE NETS-T-International Society for Technology in Education

1. Learner Development (InTASC1) (ISTE NETS-T1) 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.	1	2	3	4	NA	COMMENTS
A. Assesses individual and group performance to design and modify instruction to meet learners' developmental needs.						
B. Creates developmentally appropriate instruction that enables learners to advance and accelerate their learning.						
C. Collaborates with families, communities, colleagues, and other professionals to promote learner growth and development, using face to face and virtual technology.						
Composite Rating: Learner Development (InTASC 1) (ISTE NETS-T 1)						

2. Learning Differences (InTASC 2) The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.	1	2	3	4	NA	(Additional Comments may be attached)
A. Designs, adapts, and delivers instruction to address each student's particular learning strengths and needs, creating opportunities for students to demonstrate their learning in different ways.						
B. Works with students' Individual Education Plans and/or makes appropriate accommodations or modifications to learning goals or lesson plans based on student's assessment data and identified special educational needs.						

C. Demonstrates knowledge of and follows all legal processes and other applicable laws, regulations, statutes, and rules that apply to students with special needs.							
D. Designs instruction to build on learners' prior knowledge and experiences.							
E. Incorporates theories and tools of second language development and acquisition into planning and instruction, including strategies for making content accessible to English language learners to evaluate and support their development of English proficiency.							
F. Demonstrates knowledge of all legal processes, applicable laws, regulations, statutes, and rules regarding identification, placement, and instruction of English language learners.							
G. Accesses resources and special services to meet learning differences or needs.							
Composite Rating: Learning Differences (InTASC 2)							

3. Learning Environments (InTASC 3) (ISTE NETS-T 2) 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.	1	2	3	4	NA	COMMENTS (Additional Comments may be attached)
A. Collaborates with learners, families, and colleagues to promote a safe, positive, and respectful learning climate.						
B. Promotes collaboration between students as well as self-direction, development of shared values and respectful interactions, rigorous academic discussions, and responsibility for quality work.						
C. Manages the learning environment by organizing, allocating, and coordinating resources, time, and space.						
D. Collaborates with learners to evaluate and adjust the learning environment.						
E. Demonstrates respect for the cultural backgrounds and perspectives of learners.						
F. Applies effective interpersonal communication skills to build learners' capacity to collaborate.						
Composite Rating: Learning Environments (InTASC 3) (ISTE NETS-T 2)						

4. Content Knowledge (InTASC 4) 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.	1	2	3	4	NA	COMMENTS (Additional Comments may be attached)
A. Uses multiple representations and explanations of content.						
B. Encourages learners to understand, question, and analyze ideas from multiple perspectives.						



C. Guides learners to apply methods of inquiry, standards of evidence, and academic language unique to each content area.							
D. Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.							
E. Recognizes and corrects learner misconceptions in a discipline.							
F. Evaluates and modifies instructional resources and curricular materials for comprehensiveness, accuracy, and appropriateness.							
G. Uses supplemental resources and technology to ensure content accessibility, accuracy, and relevance to learners.							
Composite Rating: Content Knowledge (InTASC 4)							

5. Content Application (InTASC 5) (ISTE NETS-T 1) 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	1	2	3	4	NA	COMMENTS (Additional Comments may be attached)
A. Applies content knowledge to real world problems through interdisciplinary projects.						
B. Facilitates learners' use of current technology tools and resources.						
C. Engages learners in questioning and challenging assumptions to foster learner innovation, problem solving, generation and evaluation of new ideas, and development of original work.						
D. Develops learners' communication skills for varied audiences and purposes.						
E. Supports development of diverse social and cultural perspectives.						
F. Develops and supports learner literacy across content areas.						
Composite Rating: Content Application (InTASC 5) (ISTE NETS -T1)						

6. Assessment (InTASC 6) (ISTE NETS-T 3) 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 the teacher's and learner's decision making.	1	2	3	4	NA	COMMENTS (Additional Comments may be attached)
A. Designs valid formative and summative assessments that match learning objectives.						
B. Uses multiple types of assessment data to document learning and develop instructional activities.						
C. Provides effective feedback to guide learner progress.						



D. Guides learners to assess their own thinking and learning, as well as the performance of others.							
E. Prepares all learners for multiple assessment formats and makes appropriate accommodations for learners with disabilities or language learning needs.							
F. Uses technology to support assessment.							
Composite Rating: Assessment (InTASC 6) (ISTE NETS-T 3)							

7. Planning for Instruction (InTASC 7) (ISTE NETS-T 2) The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and	1	2	3	4	NA	COMMENTS (Additional Comments may be attached)
A. Creates relevant learning experiences aligned with curriculum goals, content standards, and benchmarks.						
B. Incorporates differentiated strategies, resources, and accommodations for individuals and groups to meet learning goals.						
C. Sequences learning experiences effectively.						
D. Plans multiple ways for learners to demonstrate knowledge and skills.						
E. Uses formative and summative assessment data, prior learner knowledge, and learner interest to plan instruction.						
F. Collaborates with professionals (special educators, language learning specialists, librarians, media/technology specialists) to design and deliver learning experiences to meet unique learning needs.						
G. Evaluates and adjusts plans to meet short and long range goals.						
Composite Rating: Planning for Instruction (InTASC 7) (ISTE NETS-T 2)						

8. Instructional Strategies (InTASC 8) (ISTE NETS-T 1,2,3) The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in	1	2	3	4	NA	COMMENTS (Additional Comments may be attached)
A. Monitors student learning and uses appropriate strategies and resources to adapt instruction for individuals and groups.						
B. Collaborates with learners to design and implement relevant learning experiences, identify strengths, and access resources to develop their areas of interest.						
C. Varies the teacher role in the instructional process (instructor, facilitator, coach, audience) to address content, teaching goals, or needs of learners.						
D. Provides multiple models and representations of concepts and skills to implement lesson plans effectively.						



E. Engages all learners in developing higher order questioning skills and metacognitive processes.						
F. Provides opportunities for learners to access, interpret, evaluate, and apply information.						
G. Uses multiple strategies to expand learner communication through speaking, listening, reading, writing, and technology.						
H. Asks questions to stimulate discussion for different purposes such as probing for understanding, articulation of ideas and thinking processes, and helping learners to question.						
I. Provides clear directions and explanations.						
Composite Rating: Instructional Strategies (InTASC 8) (ISTE NETS-T 1,2,3)						

9. Professional Learning and Ethical Practice (InTASC 9) (ISTE NETS-T 4)	1	2	3	4	NA	COMMENTS (Additional Comments may be attached)
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.						
A. Participates in ongoing learning opportunities to develop knowledge and skills to provide all learners with engaging curriculum and learning experiences based on local and state standards.						
B. Engages in professional development aligned with the needs of the teacher, learners, school, and system.						
C. Uses data and resources to evaluate the outcomes of teaching and learning to adapt planning and practice.						
D. Reflects on personal biases and accesses resources to deepen understanding of cultural, linguistic, ethnic, gender, and learning variations.						
E. Demonstrates integrity regarding professional ethics (judgment, confidentiality, and appropriate communication).						
F. Maintains professional appearance.						
G. Demonstrates professional demeanor (enthusiasm for teaching and learning, a caring and positive attitude, flexibility, initiative, reliability, and respect).						
H. Responds to constructive criticism and modifies practices accordingly.						
I. Uses professional, respectful, and grammatically correct language in oral and written communication.						
J. Advocates, models, and teaches safe, legal, and ethical use of digital information and technology, including copyright and intellectual property, information privacy (privacy of student data), appropriate documentation of sources, and respect for others in the use of social media.						
Composite Rating: Professional Learning and Ethical Practice (InTASC 9) (ISTE NETS-T 4)						



10. Leadership and Collaboration (InTASC 10) (ISTE NETS-T 5) The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community	1	2	3	4	NA	COMMENTS (Additional Comments may be attached)
A. Collaborates with colleagues to share responsibility for decision making and accountability for student learning.						
B. Works with other school professionals to plan and facilitate learning on how to meet the diverse needs of learners.						
C. Supports the mission and vision of the school.						
D. Works collaboratively with learners and families to establish mutual expectations and ongoing communication to support learner development and achievement.						
E. Engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.						
F. Uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.						
G. Advocates for learners, the school, the community, and the profession.						
Composite Rating: Leadership and Collaboration (InTASC 10) (ISTE NETS-T 5)						

Signature below indicates participation in the assessment process:

Teacher Candidate: _____ Date: ____/____/____

Mentor Teacher: _____ Date: ____/____/____

University Supervisor: _____ Date: ____/____/____

Appendix ST-3: Teacher Candidate's Evaluation of Teacher Candidate Process

Please print, complete, scan and e-mail to lsilkwor@gmu.edu at the end of each placement. This form will be kept confidential. Please thoughtfully consider the following statements and indicate your level of agreement/disagreement. On the back of this form, please add comments to explain any of your ratings or add additional information.

Teacher Candidate's Name: _____

Program/Content Area: _____

University Supervisor: _____

Mentor Teacher: _____ School Site: _____ Grade _____

Teacher Candidate Semester/Term: Fall ____ Spring ____ Summer ____ 20____

University Supervisor	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Not Applicable
1) Maintained effective communication with me	5	4	3	2	1	NA
2) Was available electronically or in person, and kept appointments/ rescheduled appropriately	5	4	3	2	1	NA
3) Demonstrated knowledge of the teacher candidate process	5	4	3	2	1	NA
4) Provided me with accurate and timely feedback, and useful recommendations during conferences/written reports	5	4	3	2	1	NA
5) Developed effective communication with the Mentor Teacher	5	4	3	2	1	NA
6) Provided opportunities for discussion/reflection with other teacher candidates	5	4	3	2	1	NA
7) Overall rating of University Supervisor	5	4	3	2	1	NA
Mentor Teacher	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Not Applicable
1) Best practices (taught in courses) were evidenced in the classroom	5	4	3	2	1	NA
2) Provided support and assistance as needed	5	4	3	2	1	NA
3) Provided continuous feedback on strengths or improvements	5	4	3	2	1	NA
4) Provided progress reports and observation summaries on schedule	5	4	3	2	1	NA
5) Was fair in evaluating my performance	5	4	3	2	1	NA
6) Overall rating of Mentor Teacher	5	4	3	2	1	NA
Teacher Candidate Process	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Not Applicable
1) Coursework prepared me as a teacher candidate	5	4	3	2	1	NA
2) Teacher Candidate Manual was clear and concise in expectations/requirements	5	4	3	2	1	NA
3) Teacher Candidate Orientation was helpful and covered necessary elements	5	4	3	2	1	NA
4) Teacher candidate assignments were useful and helped me improve/reflect on teaching practices	5	4	3	2	1	NA
5) Placement site(s) was a safe and positive learning environment	5	4	3	2	1	NA
6) Overall rating of Student Teaching Process	5	4	3	2	1	NA

Comments about university supervisor:

Comments about mentor teacher:

Comments about preparation for teacher candidate placement:

Comments about the teacher candidate placement:

Comments about specific mentor teacher and/or university supervisor feedback that proved most helpful to you:

Appendix MT-3: Mentor Teacher's Evaluation of Teacher Candidate Process

Please print out, complete, scan and e-mail to lsilkwor@gmu.edu.

Teacher Candidate's Name: _____ Program/Content Area: _____

University Supervisor: _____

Mentor Teacher: _____

Teaching Semester/Term: Fall ____ Spring ____ Summer ____ 20 ____

Please thoughtfully consider the following statements and indicate your level of agreement/disagreement. On the back of this form, please add comments to explain any of your ratings or add additional information.

University Supervisor	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Not Applicable
1) Maintained effective communication with me	5	4	3	2	1	NA
2) Was available electronically or in person, and kept appointments/rescheduled appropriately	5	4	3	2	1	NA
3) Demonstrated knowledge of the teacher candidate process	5	4	3	2	1	NA
4) Demonstrated sound practices of interpersonal relations	5	4	3	2	1	NA
5) Developed effective communication and mentoring with the teacher candidate	5	4	3	2	1	NA
6) To the best of my knowledge, dealt fairly with the teacher candidate	5	4	3	2	1	NA
7) Overall rating of University Supervisor	5	4	3	2	1	NA

Process/Teacher Candidate Preparedness	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Not Applicable
1) Teacher Candidate Manual was clear and concise in expectations/requirements	5	4	3	2	1	NA
2) Teacher candidate showed high level of preparedness for teaching	5	4	3	2	1	NA
3) Expectations for the teacher candidate process were clearly	5	4	3	2	1	NA
4) Resources and materials provided during the teacher candidate placement were helpful and meaningful	5	4	3	2	1	NA
5) I would recommend my colleagues participate as mentor teachers	5	4	3	2	1	NA
6) Overall rating of Teacher Candidate Process	5	4	3	2	1	NA

Comments about University Supervisor:

Comments about Teacher Candidate's Level of Preparedness:

Comments about the Teacher Candidate Process:

Mentor Teacher's Signature _____

Date _____

Appendix OS-2: On-Site Supervisor's Evaluation of Teacher Candidate Process

Please print out, complete, scan and e-mail to lsilkwor@gmu.edu.

Teacher Candidate's Name: _____ Program/Content Area: _____

Mentor Teacher: _____

University Supervisor: _____

School Site: _____

Internship Semester/Term: Fall ____ Spring ____ Summer ____ 20__

Please thoughtfully consider the following statements and indicate your level of agreement/disagreement.

On the back of this form, please add comments to explain any of your ratings or add additional information.

University Supervisor	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Not Applicable
1) Maintained effective communication with me	5	4	3	2	1	NA
2) Was available electronically or in person, and kept appointments/rescheduled appropriately	5	4	3	2	1	NA
3) Demonstrated knowledge of the Teacher Candidate process	5	4	3	2	1	NA
4) Demonstrated sound practices of interpersonal relations	5	4	3	2	1	NA
5) Developed effective communication and mentoring with the Teacher Candidate	5	4	3	2	1	NA
6) To the best of my knowledge, dealt fairly with the Teacher Candidate	5	4	3	2	1	NA
7) Overall rating of University Supervisor	5	4	3	2	1	NA

Process/Teacher Candidate Preparedness	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Not Applicable
2) Teacher Candidate Manual was clear, concise in expectations/requirements	5	4	3	2	1	NA
2) Teacher Candidate orientation information was helpful and covered necessary elements	5	4	3	2	1	NA
3) Teacher Candidate showed high level of preparedness for teaching	5	4	3	2	1	NA
4) Expectations for Teacher Candidate process were clearly communicated	5	4	3	2	1	NA
5) Resources and materials provided during the Teacher Candidate process were helpful and meaningful	5	4	3	2	1	NA
6) Overall rating of Teacher Candidate Process	5	4	3	2	1	NA

Comments about University Supervisor:

Comments about Student Teacher's Level of Preparedness:

Comments about Student Teaching Process:

On-Site Supervisor's Signature _____

Date _____