

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Teaching Culturally & Linguistically Diverse & Exceptional Learners Program

Foreign Language and Latin PK-12

EDCI 790 – Section 011
Internship in Education (1-6:1-6:0)
Fall 2017
Monday – Friday 7:30 AM – 4:00 PM
Elementary and Secondary School Setting

Faculty:

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Prerequisites/Corequisites

The following courses are prerequisites: EDUC 537, EDCI 516, EDCI 520, EDCI 560, EDCI 684, EDRD 620, and EDUC 511 (or EDUC 539). In addition candidates must

1. Be in good academic standing
2. Have satisfactorily completed all coursework in the licensure program
3. Submit scores on:
 - a. Praxis I tests for Reading, Writing, and Mathematics
 - b. Virginia Communication and Literacy Assessment (VCLA)
 - c. ACTFL Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT) effective Spring 2008.

In addition to these requirements, licensure candidates seeking endorsements in French, Spanish, and/or German must take and pass the Praxis II: French (169), Spanish (161), and/or German (162).

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.

Course Overview

Candidates in the Foreign/World Language program spend half of the student teaching/internship period at the elementary grade level (K-5 or 6), and then switch to the secondary level (6/7-12). This often requires a change of school.

In all cases, the 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.

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

Course Delivery Method

This course is highly interactive by design. It is predicated upon *learning by doing* and *discovery learning* under the guidance and supervision of a mentor teacher and a university supervisor over a fifteen week period. Assessment is based on performance-based assignments. Students will be engaged in cooperative learning, small group discussions, student-led teaching, videos, multimedia, and reflection. Rubrics are provided in the Student Teaching Internship Manual.

Length of Student Teaching/Internship

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

On-the-job candidates will be required to complete a minimum of 20 hours of observation and, if possible, direct teaching in an alternative grade level in order to meet internship requirements.

Learner Outcomes

This course is designed to enable students to:

- Be able to demonstrate ability to teach a foreign/second language using a synthesis of both older and more recent innovative methods
- Be able to use instructional strategies which accommodate methods of teaching foreign/second languages
- Demonstrate ability to organize a detailed lesson plan for foreign/second language teaching, including all three communicative modes (interpersonal, interpretive, and presentational) while focusing on the end goal of oral proficiency and performance.

Professional Standards (ACTFL/CAEP):

Standard 1: Language proficiency: Interpersonal, Interpretive, and Presentational

1.c. Presents oral and written information to audiences of listeners or readers using language at a minimum level of “Advanced Low”

Standard 3: Language acquisition theories and knowledge of students and their needs

3.a. Demonstrates an understanding of language acquisition and creates linguistically and culturally rich learning environments

Standard 2: Cultures, Linguistics, Literatures, and Concepts from other Disciplines

2.a. Demonstrates target cultural understandings and compares cultures through perspectives, products, and practices of those cultures.

Standard 4: Integration of Standards in Planning and Instruction

4.a. Demonstrates an understanding of the WRSLL and state standards and uses them as the basis for instructional planning.

Standard 5: Assessment of Languages and Cultures – Impact on Student Learning. Knowledge of assessment models and how to use them appropriately.

5.a. Designs and uses ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.

Standard 6: Professional development, advocacy, and ethics.

6.a. Engages in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.

National Education Technology Standards

Standard 2 - Design and develop digital age learning experiences and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-T (NETS-T 2a, 2b, 2c, 2d).

Standard 3 - Model digital age work and learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society (NETS-T 3a, 3b, 3d).

Standard 5 - Engage in professional growth and leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources (NETS-T 5c).

Required Text:

Patrick, Paula. (2007). *The keys to the classroom: A basic manual to help new language teachers find their way*. ACTFL. Alexandria, VA.

Course Performance Evaluation

Teacher candidates are expected to submit all assignments on time in the manner outlined by the instructor.

Assignments

- **Log of Hours:** Teacher candidates keep a daily log of hours specifying hours spent in direct teaching activities, indirect teaching activities, and other school-based activities. The MT should verify and sign the Log of Hours on at least a weekly basis. A subtotal of hours is calculated and submitted to the University Supervisor at the midterm or end of first placement, and a total sum of hours is submitted at the end of the semester.
- **Bi-Weekly Progress Report:** Teacher candidates complete Part I of the Progress Report once every two weeks, give it to the Mentor teacher for completion of Parts 2 and 3, and submit it to the University Supervisor at each Formal Observation.
- **Lesson Plans:** For all direct teaching activities, the Teacher Candidate will provide lesson plans for review by the Mentor teacher. The Teacher Candidate should also submit draft lesson plans for the Formal Observation to the University Supervisor AT LEAST 48 HOURS PRIOR TO THE FORMAL OBSERVATION. The format should follow that of the *Lesson Plan Template* found in the ESL Teaching Internship Manual. The only lesson plans to be turned in to the University Supervisor are those used during the Formal Observations by the US (use file-naming protocol for electronic files – see instructions for lesson plans and CBA Project). As part of each Formal Observation conducted by the University Supervisor, the MT & US will each independently rate the planning and instructional ability of the Teacher candidate using the *Lesson Plan Rating Scale*, compare scores and agree on a final total score.
- **Formal Observations:** Candidates will arrange to independently teach a group of students for a 60 – 90 minute period. Candidates working with MTs who do pull-out sessions with small groups for 30 minutes at a time will arrange to work with two groups consecutively during the Formal Observation. University Supervisors conduct observations using the *Formal Observation Report* form for each Teacher candidate at least four times during the entire Internship. These observations should be distributed at equal intervals, approximately every two weeks, preferably with two observations being made in each semester half. Observations should be of different classes or subject areas whenever possible.

University Supervisors will discuss results with the Teacher Candidate and MT during the Formal Observation meeting.

Other Requirements

Candidates are expected to fully attend and participate in the semester-long internship.

Course Performance Evaluation Weighting

See below.

Target Language Maintenance

Teacher Candidates are expected to follow the ACTFL recommendation for maintaining 90% of instructional time in the target language. (There may be exceptions in FLES programs.)

Grading Policies

The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress) in accordance with GMU policy for internships and GSE policy for counseling and administrative internships.

The Graduate School of Education has approved the following grading policy for EDCI 790, the Teaching Internship:

1. The grading scale will be Satisfactory (S), No Credit (NC), or In Progress (IP) in accordance with university policy for Internships and GSE policy for counseling and administrative Internships.
2. The Mentor Teacher and the University Supervisor will determine the interim and final grades jointly after consultation. If the MT & US cannot agree on a final grade, the Director of the Division of Advanced Professional Teacher Development & International Education will determine the grade based on a review of the documentation and, in some cases, observation of the candidate's performance.
3. A Teacher candidate who receives a total score of less than 3.0 on the final four-point InTASC Scoring Rubric or Analytic Scoring Rubric for Evaluation of FL Teacher Candidate will not be recommended for a state teaching license until he/she repeats all or part of the internship with a grade of S (this may require re-enrolling and paying tuition for additional credit hours in a subsequent semester.)
4. A Teacher candidate whose performance cannot be evaluated at the end of the grading period will receive a grade of *IP*. An *IP* grade will be changed to *S* or *NC* before the beginning of the next semester.
5. In some cases, a grade of *NC* may be accompanied by a recommendation that the student not be allowed to repeat the Teaching Internship. In such cases, the student will be counseled out of the licensure program, although not necessarily out of the degree program.

6. **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 considered under evaluation for Professionalism.* If candidates have any extraordinary circumstances that prevent them from submitting work in a timely manner, it is their responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete the work. *It is up to the discretion of the instructor to approve the late/makeup work.*

7. **LAPTOP/CELL PHONE POLICY -** Laptop use is permitted at the discretion of the instructor and for specific purposes as determined by the Mentor Teacher. Cell phones must be turned off/silenced during class periods but may used during breaks. Teacher candidates must follow school site regulations regarding teacher and student use of cell phones and laptops in school and in the classroom.

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. For a listing and self-assessment of these dispositions see PROFESSIONALISM in both scoring rubrics – *Analytic Rubric for Assmt. of FL Teacher Candidate & Teacher Candidate Assessment* and in Blackboard>Organizations> TCLDEL Local Placement> Dispositions Assessment.

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the George Mason University 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 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.
- 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 and inform their instructor, in writing, as soon as possible. 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 turned off 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/>.

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

SPECIAL ASSISTANCE FOR TEACHER CANDIDATES

Teacher candidates will occasionally need special assistance and extraordinary arrangements to complete their licensure programs successfully. In such cases, the Teacher Candidate, University Supervisor, Mentor Teacher, and School Principal will collaborate to develop an individualized plan. The Director of Academic Operations, Office of Academic and Student Affairs will involve the Teacher Candidate's Academic Advisor and must approve the plan.

Some special supports include:

- Arranging for observation of another candidate or a teacher who models the skills which the candidate needs to demonstrate, followed by a conference.
- Changing a placement within the school to provide a better match of candidate and Mentor teacher.
- Changing a placement to another school if a suitable alternative placement is not available in the same school.
- Modifying the schedule for independent teaching to begin more gradually and/or to add days.
- Providing special experiences during the period after independent teaching in order to address areas needing improvement.
- Referring the candidate to GMU's Counseling and Psychological Services (CAPS) for personal or therapeutic support.
- Referring the candidate to GMU's Office of Student Financial Aid (OFSA) for advice.
- Referring the candidate to GMU's Student Health Services or another source of medical assistance.
- Facilitating conferences with the candidate's academic advisor and/or course instructors.
- Advising the candidate that it is in his/her best interests to repeat all or part of an Internship in the following year.

Coursework & Part-Time Jobs During the Internship

Due to the intensive nature of the Teaching Internship, candidates will not be approved for taking any courses and are strongly discouraged from holding a part- or full-time job during the semester in which they conduct the Internship.

- **Mid-Term & Final Evaluations - Analytic Rubric for Evaluation of FL Teacher Candidate & Teacher Candidate Assessment rubric.** The University Supervisor completes a mid-semester and end-of-semester evaluation of each Teacher Candidate using two separate scoring rubrics after reaching consensus with the Mentor teacher. Signatures are necessary to verify consensus and that the form has been reviewed by the Teacher candidate.
- **InTASC Standards** – one of the College’s common assessments, the InTASC scoring rubric will be used to evaluate candidates at the mid-term and end of semester on qualifications for teaching and use of technology.
- **Assessment of Dispositions** – candidates will be assessed on a range of professional behaviors, such as responsiveness to feedback and taking the initiative in problem-solving at the mid-term and end of semester.

Other Requirements

Attendance: Teacher candidates maintain the same schedule as Mentor teachers, with the contract day as the minimum but not the norm. They follow the school’s calendar, not the university calendar, until the end of the Mason semester.

Absences: Teacher candidates follow school division policy regarding notification of absences for illness or other emergencies. The Mentor teacher and principal must approve all absences (except emergencies) in advance. The University Supervisor must be notified of all absences as they occur, by email and by phone. Time missed in excess of three days usually must be made up in order to provide sufficient time for independent teaching or other experiences.

School Dress Code: Teacher candidates are required to obtain information on and follow the school dress code for teachers.

Substitute Teaching: Teacher candidates are not allowed to be employed (except for On-the-Job Interns) or paid as substitute teachers.

Professional and Legal Responsibilities: Teacher candidates are expected to meet professional standards in every respect, including personal appearance and behavior. Personal commitments are no excuse for failing to fulfill all duties and responsibilities of the Teaching Internship. Outside employment is not allowed during the Teaching Internship. Teacher candidates are legally responsible for exercising reasonable care for their ESL students’ welfare and for complying with federal, state, and local policies and regulations. This is best accomplished through careful study of the school’s Teacher Handbook and through guidance from teachers or administrators. Special attention should be given to responsibilities and procedures for dealing with suspected child abuse.

Confidentiality of Records: School Divisions and Mason policies regarding student records will be followed. A Teacher candidate’s evaluation may be shared with the Mentor teacher, University Supervisor, and administrators until the University Supervisor

submits the Teacher candidate's cumulative folder to the Office of Academic and Student Affairs. After that time, access will be in accordance with the Privacy Act. No materials will be released for employment purposes other than for verification of meeting licensure standards.

Blackboard: Every student registered for any TCLDEL course with a required performance-based assessment is required to post it and be evaluated through Blackboard. In this internship, candidates will upload **lesson plans** to Blackboard, and University Supervisors and Mentor Teachers will complete the *Lesson Plan Rating Scale*, the *Analytic Scoring Rubric for Evaluation of ESL Teacher Candidate*, the *InTASC Scoring Rubric*, and the *Assessment of Dispositions Rubric*. Failure to submit the assessment to Blackboard will result in the instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

NEW REQUIREMENTS added by VDOE as of July 1, 2017

- Hands-on training as part of CPR/First Aid/AED certification for internship required before applying for their teaching license.
- Complete the new VDOE Dyslexia Awareness training module required for teacher licensure.

SUMMARY OF SCHEDULES FOR STUDENT TEACHING
FOREIGN/WORLD LANGUAGES
First Placement

	Teacher Candidate (TC)	Mentor Teacher (MT)	University Supervisor (US)
First Placement Prior to First Week	<input type="checkbox"/> Attend Orientation to meet US and receive materials for MT <input type="checkbox"/> Contact schools early to meet principals and MT		<input type="checkbox"/> Attend Mason orientation to receive manual, assignments, and to meet TCs <input type="checkbox"/> Communicate expectations
Weeks 1-4	<input type="checkbox"/> Begin Log of Hours <input type="checkbox"/> Attend any orientations to schools and class(es). <input type="checkbox"/> Observe and assist MT <input type="checkbox"/> Co-plan / Co-teach beginning with 1-2 sections or specific lessons <input type="checkbox"/> Prepare 3-ring binder for: <ul style="list-style-type: none"> • Lesson plans • Journal entries • Log of hours • Completed Informal Observation Reports by MT • Completed Progress Reports -- biweekly with MT • Completed Formal Classroom Observation Reports by US • Completed Summary Observation Report by US • Completed Profile Evaluation Reports by US with MT for midterm and final evaluations • Completed Summary Of Placement by US with MT <input type="checkbox"/> Begin Professional Development Portfolio	<input type="checkbox"/> Conduct school-based orientation <input type="checkbox"/> Review student-teaching plan with TC and US <input type="checkbox"/> Team plan and co-teach with TC <input type="checkbox"/> Conduct Informal Observations <input type="checkbox"/> Complete Progress Reports biweekly with TC	<input type="checkbox"/> Contact MTs to visit sites and to meet principals (both placements) <input type="checkbox"/> Clarify procedures with MT <input type="checkbox"/> Schedule observations as feasible
Week 4 Quarterly Evaluation	<input type="checkbox"/> Gradually assume independent teaching <input type="checkbox"/> Review Experience Checklist with MT	<input type="checkbox"/> Continue Informal Observations and Progress Reports with TC <input type="checkbox"/> Review Experience Checklist with TC	<input type="checkbox"/> Conduct formal observation with MT <input type="checkbox"/> Check Log of Hours <input type="checkbox"/> Confer with TC and MT
Week 5-7	<input type="checkbox"/> Continue independent teaching with gradual return to MT in Week 7	<input type="checkbox"/> Continue Informal Observations and Progress Reports with MT	<input type="checkbox"/> Maintain contact with MT and TC

<p>Week 7 Mid-term Evaluation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Collect copies of all reports from US <input type="checkbox"/> Continue work on Professional Development Portfolio 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct Profile Evaluation and discuss final grade with US <input type="checkbox"/> Assist US in completing mid-term evaluations <ul style="list-style-type: none"> ▪ Teacher Candidate Common Assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct Summary Observatio Report <input type="checkbox"/> Review Profile Evaluation with MT and discuss final grade. <input type="checkbox"/> Conduct Summary of Placement with MT <input type="checkbox"/> Sign Log of Hours <ul style="list-style-type: none"> ▪ Teacher Candidate Common Assessment
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SUMMARY OF SCHEDULES FOR STUDENT TEACHING
FOREIGN/WORLD LANGUAGES
Second Placement

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

Teaching *Schedule & Timeline* for On-the-Job Candidates

Weeks*	Teacher candidate (TC)	Mentor teacher (MT)	University Supervisor (US)
1 – 2	<p>Meet MT</p> <p>Observe your MT teach her own and perhaps your class</p> <p>Ask MT to cover your class while you (1) observe content or grade-level teachers for differentiation strategies and classroom management approaches and (2) <i>shadow</i> at least two FL students</p> <p>Arrange to observe in an elementary school if you are teaching at the secondary level (and vice versa)</p> <p style="color: red;">Complete Bi-Weekly Progress Report</p>	<p>Orient TC to school</p> <p>Facilitate observations of other teachers and classrooms</p> <p>Provide feedback on lessons created by the Intern</p> <p style="color: red;">Complete Bi-Weekly Progress Report</p>	<p>Meet with Intern and MT</p> <p>Schedule observations</p> <p>Explain, clarify, answer questions, especially required documentation</p>
2 – 3 & 11 - 12	<p>Continue drafting lesson plans and getting feedback from MT</p> <p>Schedule Formal Observations</p> <p style="color: red;">Complete Bi-Weekly Progress Reports</p>	<p>Provide feedback & suggestions on lesson plans, assessments, & classroom management</p> <p style="color: red;">Complete Bi-Weekly Progress Reports</p>	<p>Conduct Formal Observations #1 & 3</p> <p style="color: red;">Complete Formal Observation Report</p>
4 – 8 & 13 - 16	<p>Schedule Formal Observations #3 & 4</p> <p><u>Weeks 4 & 12:</u></p> <p style="color: red;">Complete Bi-Weekly Progress Reports</p> <p style="color: red;">Complete Log of Hours & all evaluation forms</p>	<p>Provide feedback & suggestions on lesson plans, assessments, & classroom management</p> <p style="color: red;">Complete Bi-Weekly Progress Report, Mid-term or Final Evaluation Rubric, InTASC Rubric, Asmt. of Dispositions with US, and online evaluation forms</p>	<p>Conduct Formal Observations # 2 & 4</p> <p style="color: red;">Complete Formal Observation Report & Complete Mid-Term or Final Evaluation Rubric, InTASC Rubric, Asmt. of Dispositions with MT, and online evaluation forms</p>

*Items in red indicate documents due to the University Supervisor.

Assessment Rubric

See below

A. Performance-based assessments – DOCUMENTATION

The Internship Handbook contains all forms, which must be submitted to Educator Preparation Office at the end of the student teaching/internship experience (except for the forms required for compensation of the mentor teacher). **These forms should be copied as needed.** Folders containing the Student Teaching Manual and other information for university supervisors and mentor teachers are distributed at the scheduled Educator Preparation Office. Students deliver the folders to their mentor teachers unless teachers have requested the materials earlier. These folders should be used to collect and submit documentation to EPO through the university supervisor. Students should be provided copies of all documents to the university supervisor and the mentor teacher.

Documentation: Candidates

The candidate must keep **lesson plans and all other documentation either electronically OR in a 3-ring binder** for review by the university supervisor during observation visits. This binder becomes a valuable record of progress and a source of materials. These may be used in the professional development portfolio for evidence of professional growth or for a job search. Items for the binder should include:

- **Daily Lesson Plans:** The candidate must provide daily lesson plans for review by the mentor teacher and for the university supervisor as requested. The format may be mutually determined, but should include the elements shown in handbook.
- **Daily Log of Hours:** Candidates must keep a daily log of hours. The **log** and **summary** are kept in the binder and submitted to the university supervisor upon completion of each placement of the student teaching/internship.
- **Journal Entries:** Candidates must make journal entries, which are kept in the binder for review by the university supervisor and mentor teacher. These entries should reflect teaching experiences that impact the candidate's growth and progress during the internship
- **Bi-weekly Progress Report:** Candidates complete Part I of the Progress Report once every two weeks, give it to the mentor teacher for completion of Parts 2 and 3, and submit it to the university supervisor. Interns should keep copies of these for the Professional Development Portfolio as evidence of professional growth.
- **Experience Checklist:** The candidate should review the **Experience Checklist** with each mentor teacher after the first few weeks of working together. Areas of interest should be addressed during the rest of the internship (for each placement).
- **Other:** Candidates should keep copies of the **Classroom Observation Reports, Summary Observation Reports** and the **Profile for Evaluation of Candidate** in the binder. These reports may also be incorporated in the professional development portfolio as evidence of professional growth.

B. Criteria for evaluation

PROFESSIONAL STANDARDS:

The ACTFL Standards for Pre-K-12 Students

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Council for the Accreditation of Educator Preparation (CAEP)

Virginia Standards of Learning (SOLs)

**George Mason University
Graduate School of Education**

**Profile for Evaluation of
CANDIDATE**

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

Evaluator: _____ Univ. Sup. Mentor Tchr. or Intern Spring Fall Yr

Elementary Placement Grade: _____ OR Secondary Placement Grade: _____

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

Analytic Scoring Rubric for Teaching Internship Evaluation

ACTFL/CAEP Standard	Unacceptable – Minimum Evidence (1)	Unacceptable – Approaches Standard (2)	Acceptable - Meets Standard (3)	Target – Exceeds Standard (4)	Points
Standard 1: Language proficiency: Interpersonal, Interpretive, and Presentational 1.c. Presents oral and written information to audiences of listeners or readers using language at a minimum level of “Advanced Low”	ACTFL OPI & WPT scores at Intermediate High or lower	ACTFL OPI & WPT scores at Intermediate High	ACTFL OPI & WPT scores at Advanced Low	ACTFL OPI & WPT scores above Advanced Low	
Standard 3: Language acquisition theories and knowledge of students and their needs 3.a. Demonstrates an understanding of language acquisition and creates	does not exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. Does not illustrate an ability to connect theory to practice. Does not demonstrate a connection	does not exhibit sufficient awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. Does not illustrate strong ability to connect theory to practice.	exhibits an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. Draws knowledge of theories in	exhibits ease and flexibility in applying language acquisition theories to instructional practice. Uses a wide variety of strategies to meet the linguistic needs of K-12 students at various developmental levels. Exhibits originality in the planning, creation,	

linguistically and culturally rich learning environments	between student learning and the use of instructional strategies.	Does not demonstrate a connection between student learning and the use of instructional strategies.	designing teaching strategies that facilitate language acquisition	and implementation of instructional strategies that reflect language acquisition theories.	
Standard 2: Cultures, Linguistics, Literatures, and Concepts from other Disciplines 2.a. Demonstrates target cultural understandings and compare cultures through perspectives, products, and practices of those cultures	does not make connections among the cultural perspectives and products in lesson planning and instructional practices.	makes vague connections among the cultural perspectives and products in lesson planning and instructional practices.	makes some connections among the cultural perspectives and products in lesson planning and instructional practices.	makes clear and strong connections among the cultural perspectives and products in lesson planning and instructional practices. Lessons provide language learners with opportunities to critically analyze cultural differences, challenge preconceived notions and cultural stereotypes, and to gain global perspectives.	
Standard 4: Integration of Standards in Planning and Instruction 4.a. Demonstrates an understanding of the WRSLL and state standards and use them as the basis for instructional planning	does not create a learning scenario with evidence of incorporating SFLL and state standards in designing daily and unit plans. Does not provide evidence of reflection, assessment, or accommodations for diverse learners.	creates at least one learning scenario with one or two of the goal areas, SFLL, and state standards in designing daily and unit plans. Incorporates assessment but does not include accommodations or reflection for diverse learners.	creates some learning scenarios with the goal areas, SFLL, and state standards in designing daily and unit plans. Incorporates assessment and accommodations for diverse learners, includes limited reflection.	creates several learning scenarios with the goal areas, SFLL, and state standards in designing daily and unit plans. Incorporates reflection, assessment, and accommodations for diverse learners.	
Selecting and designing instructional materials	does not design learner-centered activities around adapting materials and resources that are standards-based and age appropriate. Does not any authentic materials. Does not select or adapt materials that are “real world” and relevant to make standards-based learning engaging. Does not use a range of standards-based materials, resources, and technology applications. Does not select, adapt, and use them in language and content teaching.	designs 1 -2 learner-centered activities around adapting materials and resources that are standards-based and seldom age appropriate. Accesses few sources of authentic materials. Selects and adapts few materials that are “real world” and relevant to make standards-based learning engaging. Uses few standards-based materials, resources, and technology applications. Selects, adapts, and uses a few of them in language and content teaching.	designs some learner-centered activities around adapting materials and resources that are standards-based and sometimes age appropriate. Accesses some sources of authentic materials. Selects and adapts some materials that are “real world” and relevant to make standards-based learning engaging. Uses a range of standards-based materials, resources, and technology applications. Selects, adapts, and uses some of them in effective language and content teaching.	designs numerous learner-centered activities around adapting materials and resources that are standards-based and age appropriate. Accesses multiple sources of authentic materials. Selects and adapts materials that are “real world” and relevant to make standards-based learning engaging. Use a wide range of standards-based materials, resources, and technology applications. Selects, adapts, and uses them in effective language and content teaching.	
Standard 5: Assessment of Languages and Cultures – Impact on Student Learning Knowledge of assessment models and how to use them appropriately 5.a. Designs and uses ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students	does not describe an integrated system of formative and summative assessments that measure development of target language proficiency. Does not include any -designed assessments. Does not include a plan for adapting assessments for students with special needs. Does not provide any samples of integrated performance assessments or scoring rubrics.	attempts to describe an integrated system of formative or summative assessments that measure development of target language proficiency. Includes at least 1 -designed assessment. Includes ideas for adapting assessments for students with special needs. Provides samples of integrated performance assessments but without scoring rubrics.	describes an integrated system of formative and summative assessments that measure development of target language proficiency. Includes at least 3 -designed assessments. Includes a plan for adapting assessments for students with special needs. Provides samples of integrated performance assessments and scoring rubrics.	describes a comprehensive integrated system of formative and summative assessments that measure development of target language proficiency. Includes several -designed assessments. Includes a plan and samples of adapting assessments for students with special needs. Provides samples and analyses of integrated performance assessments and scoring rubrics. Shows how	

				assessment results were used to improve future instruction.	
Standard 6: Professional development, advocacy, and ethics 6.a. Engages in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.	does not participate in a learning community or plan for continued professional growth. Does not use print (journals) or technology resources. Plans for continued professional growth. Has not considered developing a plan.	does not participate in a learning community but plans for continued professional growth. Uses one print (journal) and technology resources. Plans for continued professional growth. Is considering developing a plan to then share with other teachers for feedback.	sometimes participates in a learning community and plans for continued professional growth. Uses some print (journals) and technology resources. Plans for continued professional growth. Develops a plan. Shares plan with teachers, mentors, and other teachers for feedback.	regularly participates in a learning community and plans for continued long-range professional growth. Uses numerous print (journals) and technology resources. Plans for continued professional growth. Develops a comprehensive plan. Shares plan with teachers, mentors, and other teachers for feedback. Engages in meaningful collaboration and self-regulation as a result of membership in various professional learning communities.	

CLASSROOM MANAGEMENT AND STUDENT BEHAVIOR

Performance Rating Scale

4 = Excellent 3 = Competent 2 = Minimal 1 = Unsatisfactory N/O = Not observed

Rating

1. Keeps records of students' progress and problems. _____
2. Motivates student learning through interesting and challenging activities. _____
3. Creates an orderly and supportive environment by establishing routines. _____
4. Demonstrates courtesy and caring in relationships with students. _____
5. Manages time, space, and materials to keep students productively involved in learning. _____
6. Demonstrates ability to manage two or more classroom activities simultaneously, with evidence of attention to each. _____
7. Guides student behavior and moral development through an emphasis on personal responsibility for the common good. _____
8. Handles disruptive or destructive behavior firmly and fairly. _____
9. Communicates regularly with parents and involves them in problem solving. _____

TOTAL SCORE _____/36 (Minimal passing score = 30)

Mentor teacher Date

University Supervisor Date

(The signatures below indicate review of this evaluation profile rather than agreement.)

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 recommendations requested by the student.

**Foreign/World Languages
George Mason University
College of Education and Human Development**

**THE ACTFL/CAEP LICENSURE PORTFOLIO:
A PERFORMANCE-BASED DOCUMENT for CIFE CANDIDATES**

Introduction

The Professional Development Portfolio is a collection of carefully selected materials and targeted reflections that provide a record of teaching experiences and growth. Its evidences align with professional standards and document a teacher candidate's knowledge, skills, and ability to teach. A performance-based document, the portfolio synthesizes learning from the teacher candidate's coursework and school-based experiences and includes multiple sources of data that should be gathered and developed in the teaching-learning process. Its purpose is to encourage teacher candidates to become actively involved in monitoring their growth and reflecting on their development as a teacher, with the idea that this practice will continue throughout their teaching career.

Quality teaching is not only a performance-based profession; it is an on-going learning process. A significant part of this process is the ability to reflect on attitudes, skills, and ideas and to be consistently willing to change and update these areas. As both a formative and summative document, the Professional Development Portfolio encourages the continuous learning process, helps the pre-service teacher move toward the goal of on-going reflective teaching, and demonstrates a teacher candidate's readiness to move into his/her own classroom (Hammadou, 1996, 1998; Fox, 1999).

The Professional Development Portfolio is one of several requirements for the successful completion of a licensure program, and is one of several factors considered in determining a teacher candidate's readiness for teaching licensure. This formative and summative product is designed around the university's mission and program goals and published professional standards that represent the professional consensus of what beginning teachers should know and be able to do. The portfolio is also designed around the American Council on the Teaching of Foreign Languages (ACTFL) standards and assessment requirements for the Council for the Accreditation of Educator Preparation (CAEP) accreditation. In addition, the Interstate New Teacher Assessment and Support Consortium (INTASC) has articulated ten standards for beginning teachers which are incorporated into this document.

The evaluation of the portfolio and its oral presentation will be integrated into the overall evaluation of a candidate's program work and internship and is a requirement for licensure completion. A presentation and review of the portfolio will take place in a conference scheduled at the conclusion of each semester. The Professional Development Portfolio may be adapted for use during the job search process.

***Guidelines for the Foreign/World Language Licensure Candidates
Professional Development Portfolio***

The following guidelines and recommendations will be helpful to teacher candidates preparing the portfolio:

- The portfolio is an evolving document begun early in the teacher preparation program and should be continually in a state of development as candidates complete licensure coursework.
- The portfolio should be comprised of both required course products and classroom teaching that the candidate has selected because they are significant examples of growth. Faculty and teachers may suggest additional entries.
- The appearance of the portfolio should not overshadow its contents; however an organized document demonstrates careful thought and preparation. This portfolio may also be organized electronically or on an individual's web site for easy access.
- ***Each section of the portfolio should include a reflective statement*** in which the intern provides a rationale for the evidence submitted and responds to the reflection prompt that accompanies that section. *Reflection is an essential and integral part of the Portfolio process.*
- Reflections should not merely provide a description of the material included, but should tell *why* a particular item or strategy was chosen, what the teacher candidate learned through the experience, and/or what he/she would do differently/similarly the next time. Of particular note should be reflections on the results and impact of teaching practice or *how* the student might use this information in the future to improve his/her professional practice. For example, a candidate should reflect on a lesson plan or an assessment, noting pre-existing and post-teaching knowledge gains, what worked or didn't work, and proposed changes.

Portfolio Contents and Format

The Professional Development Portfolio is an evolving document. We suggest that you organize it in an electronic file, to allow for order, easy access to materials, and frequent updating. Materials that are stored electronically may be submitted on a CD or via online site. The following suggested sections provide the organizing framework for the Foreign/World Language portfolio. Included with each section are suggestions for sample products that could be provided as evidence of meeting learning outcomes. **Please arrange a time to meet with your academic advisor to present the portfolio.** Other selected pieces of evidence that best illustrate each section may be chosen by the candidate (see suggestions below).

Each section must include an opening reflective statement that explains how the materials connect with and provide evidence of the specific Standard(s) addressed in that section.

Recommended Format:

TITLE PAGE

TABLE OF CONTENTS

Candidate Resume

SECTIONS I-VII:

I. Language Proficiency: Interpersonal, Interpretive, and Presentational ACTFL/CAEP Standard 1

This section provides evidence about a candidate's ability to communicate successfully in the three modes of communication – interpersonal, interpretive, and presentational – in the target language they intend to teach. Candidate comprehends and interprets oral, printed, and videotexts by identifying the main ideas and supporting details, inferring and interpreting the author's intent and cultural perspectives, and offering a personal interpretation of the text. Candidate demonstrates beliefs about strong language proficiency in the target language and why it is important to know one's audience and adjust presentation accordingly.

- ❖ **Required Reflection** on the candidate's beliefs about strong language proficiency in the target language and how their knowledge of linguistics and language comparisons informs their classroom practice.
- ❖ **Required item for inclusion:**
ACTFL OPI score (or other language proficiency score recognized by individual's institution)
- ❖ **Suggested additional items for inclusion**
 - Evidences of a candidate's participation in immersion experiences
 - Performance-based project in linguistics (from a course or other method of providing evidence of knowledge of linguistic elements of the TL – this may be from a candidate's undergraduate program) that demonstrates a good understanding of the target language system
 - Video tape of teaching, evidence of use of target language, with reflection

II. Cultures, Linguistics, Literatures, and Concepts from Other Disciplines ACTFL/CAEP Standard 2

This section provides evidence about a candidate's opinion on the role and value of culture and literary and cultural texts in language instruction. Demonstrate knowledge of how to integrate culture and content from other disciplines into language lessons.

Required Reflection on value and role of culture, and literary and cultural texts in language instruction. In lesson plans, how the integration of culture and content from other disciplines are demonstrated in language lessons.

❖ **Required for Inclusion:**

- Praxis II score (where applicable – French, Spanish, German)
- Evidence selected by the candidate to show knowledge of the target language culture and literature (see below for suggestions)

❖ **Suggested additional items for inclusion:**

- List of courses taken in the target language and its culture (undergraduate and/or graduate level should be included) may be included as partial evidence for this section, plus a selection of the following:
- Examples of service learning projects, particularly evidencing use of the target language, and with reflection on the role of culture in the language classroom, and teacher's role in promoting deep cultural understanding and incorporating social justice
- Course/knowledge-based evidences in the target language from literature and Culture related classes, as identified by candidate's program requirements – sample of papers
- Examples of lesson plans or authentic realia prepared by candidate that provide evidence of candidate's application of cultural knowledge to instruction and the incorporation of standards into their practice
- Example of how the candidate teaches literature and reading in the TL (may include a reflection on student discourse and interaction in the target language)
- Other, as identified by candidate's teacher education program

III. Language Acquisition Theories and Knowledge of Students and Their Needs
ACTFL/CAEP Standard 3

This section of the Portfolio should provide evidences of teacher's knowledge of language acquisition theories, their application in the classroom setting, and instructional planning and practices. Candidate reflects on the connection of second language acquisition to classroom practice that includes the incorporation of the ACTFL Student Standards, target language input and usage, and how instructional practices meet the needs of diverse learners.

- ❖ **Required Reflection** on connection of SLA theories to classroom practice that includes the incorporation of the ACTFL Student Standards, target language input and usage, and how instructional practices meet the needs of diverse learners
- ❖ **Required entry:** Language Analysis Project (course based product), or other evidence of application of language acquisition theories
- ❖ **Suggested Items for Inclusion:**
 - Excerpts from lesson plans or classroom activities that show how the teacher uses knowledge of SLA theory to inform his/her practice – this should include a unit or lesson design with reflection (teach and reflect model)
 - Linguistics project the target language

IV. **Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources** ACTFL/CAEP 4

This section provides evidence that candidates understand national, state, and local standards and can provide evidence and application of multiple ways that standards are integrated into their classroom instruction and inform their practice. Important to this section is evidence-based integration of student standards into planning and instruction, such as unit/lesson plans. Candidate describes a classroom scenario that illustrates the integration of standards into teaching. Explains the rationales used for the selection of materials used in the lesson.

- ❖ **Required Reflection:** Describes a classroom scenario that illustrates the integration of standards into teaching. Explains the rationales used for the selection of materials used in the lesson.
- ❖ **Required Entry:** Unit Lesson Plan clearly connected to Standards with integration of culture; instructional design example appropriate to students' stages of development, learning styles, strengths, and needs, and should include appropriate assessments and scoring rubrics that demonstrate this alignment
- ❖ **Suggested Additional Items for Inclusion**
 - Instructional materials and authentic realia developed by the intern that connect to/align with the Standards
 - Textbook evaluation that includes reflection on, or discussion of, text and Standards (national, state, local)

- Evidence of adaptations or accommodations to these lesson plans for various learning styles, abilities, instructional levels, interests, and needs of students taught
- Student work samples and products, with permission, may be included with the unit/lesson plan
- Photographs of classroom activities, video or video clip of classroom interactions, including teacher's and students' use of the target language
- Other course/program requirements, as identified by the candidate's teacher education program

**V. Assessment of Languages and Cultures -- Impact on Student Learning
ACTFL/NCATE Standard 5**

Candidate reflects on beliefs about assessment and its role in instruction and learning; how assessment impacts student learning, and in what ways the evidence demonstrates knowledge in multiple ways. This section provides evidence that the teacher knows assessment models and uses assessment of languages and cultures to inform classroom practice. It demonstrates that teacher candidates can evaluate student performance to design instruction appropriate for the social, cognitive, and emotional development of all learners. Evidence should include a clear statement about impact on student learning.

- ❖ **Required Reflection** on candidate's beliefs about assessment and its role in instruction and learning, how assessment impacts student learning, and in what ways candidates believe the evidences in this section demonstrate their knowledge in multiple ways. Impact on student learning should be clearly included.
- ❖ **Required Item:** Assessment that includes description, student data, and reflection by candidate on pre- and post-lesson learning and assessment; must include an analysis of results of assessment and impact on student learning and future direction of classroom practice as a result of the assessment.
- ❖ **Suggested Additional Items for Inclusion:**
 - Examples of integrated assessments that provide evidence that the candidate understands ongoing assessment and can implement multiple ways of assessment that are age- and level-appropriate.
 - Evidence that candidates can interpret and report results of assessment and provide for feedback and discussion.
 - Compilation of several assessment techniques used for authentic and performance-based assessment in the classroom
 - Case study of an individual, with summary of assessment strategies

- Other evidence, as required by candidate's teacher education program.

VI. Technology **ISTE Standard 1**

This section provides evidence of how the teacher candidate uses a variety of media and other communication tools in professional practice and to support and enrich communication and learning opportunities for students.

- ❖ **Required Reflection** on candidate's beliefs about technology & language learning, and its role in meeting the needs of all learners.
- ❖ **Suggested Items for Inclusion at the choice of the candidate:**
 - Compilation of web sites used for professional research or class preparation
 - Examples of different types of technology used in the classroom to enrich learning opportunities (i.e. WebQuests, lists of web sites used for self and with students, software programs, videos)
 - Example(s) of web based homework site, or course communication site used for course facilitation (e.g., Blackboard or Web CT)
 - Example of a lesson plan or other learning activities that incorporate technology
 - Student products - with appropriate permission – created using technology and/or multimedia

VII. Professional Development, Advocacy, and Ethics **ACTFL/CAEP Standard 6**

This section provides information about how teachers are members of learning communities, how they communicate with colleagues, students, and parents, and how they use inquiry and reflective practice as a cornerstone of their practice, and plan for their ongoing professional development. It also includes a belief statement about language teaching and learning, called the Philosophy of Education Statement.

- ❖ **Required Reflection** on candidate's practices and beliefs about professionalism, reflection, inquiry, and school and community collaboration in the support of student learning and how the items included provide evidence of these beliefs. It should include a projected professional development plan.

PORTFOLIO EVALUATION: HOLISTIC SCORING RUBRIC

Teacher Candidate: _____ Date: _____

University Professor: _____

1 = Does not meet standard 2 = Approaches standard 3 = Meets standard 4 = Exceeds standard

_____ TITLE PAGE _____ TABLE OF CONTENTS _____ CANDIDATE RESUME

SECTIONS I-VII:

_____ *I. Language Proficiency: Interpersonal, Interpretive, and Presentational* *ACTFL/CAEP Standard 1*

- ❖ **Required Reflection** on the candidate's beliefs about strong language proficiency in the target language and how their knowledge of linguistics and language comparisons informs their classroom practice.
- ❖ **Required item for inclusion:**
ACTFL OPI score (or other language proficiency score recognized by individual's institution)

_____ *II. Cultures, Linguistics, Literatures, and Concepts from Other Disciplines* *ACTFL/CAEP Standard 2*

Required Reflection on value and role of culture, and literary and cultural texts in language instruction. In lesson plans, how the integration of culture and content from other disciplines are demonstrated in language lessons.

- ❖ **Required for Inclusion:**
 - Praxis II score (where applicable – French, Spanish, German)
 - Evidence selected by the candidate to show knowledge of the target language culture and literature (see below for suggestions)

_____ *III. Language Acquisition Theories and Knowledge of Students and Their Needs* *ACTFL/CAEP Standard 3*

- ❖ **Required Reflection** on connection of SLA theories to classroom practice that includes the incorporation of the ACTFL Student Standards, target language input and usage, and how instructional practices meet the needs of diverse learners
- ❖ **Required entry:** Language Analysis Project (course based product), or other evidence of application of language acquisition theories

_____ **IV. Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources**
ACTFL/CAEP 4

- ❖ **Required Reflection:** Describes a classroom scenario that illustrates the integration of standards into teaching. Explains the rationales used for the selection of materials used in the lesson.
- ❖ **Required Entry:** Unit Lesson Plan clearly connected to Standards with integration of culture; instructional design example appropriate to students' stages of development, learning styles, strengths, and needs, and should include appropriate assessments and scoring rubrics that demonstrate this alignment

_____ **V. Assessment of Languages and Cultures -- Impact on Student Learning**
ACTFL/NCATE Standard 5

- ❖ **Required Reflection** on candidate's beliefs about assessment and its role in instruction and learning, how assessment impacts student learning, and in what ways candidates believe the evidences in this section demonstrate their knowledge in multiple ways. Impact on student learning should be clearly included.
- ❖ **Required Item:** Assessment that includes description, student data, and reflection by candidate on pre- and post-lesson learning and assessment; must include an analysis of results of assessment and impact on student learning and future direction of classroom practice as a result of the assessment.

_____ **VI. Technology**
ISTE Standard 1

This section provides evidence of how the teacher candidate uses a variety of media and other communication tools in professional practice and to support and enrich communication and learning opportunities for students.

- ❖ **Required Reflection** on candidate's beliefs about technology & language learning, and its role in meeting the needs of all learners.

VII. Professional Development, Advocacy, and Ethics

ACTFL/CAEP Standard 6

- ❖ **Required Reflection** on candidate's practices and beliefs about professionalism, reflection, inquiry, and school and community collaboration in the support of student learning and how the items included provide evidence of these beliefs. It should include a projected professional development plan.

George Mason University
College of Education and Human Development
Internship Evaluation Form

Mid-Point___ Final ___ Conference Date:

This rubric describes the clinical experience performance standards in the College of Education and Human Development at George Mason University. This instrument assesses classroom performance at two points during the 15 week period and is completed by the University Supervisor in conjunction with the Mentor Teacher. If the average score for all standards is less than 3, or any individual standard is less than 3, the clinical experience/internship may be extended and materials resubmitted per instruction from your University Supervisor and Program Coordinator.

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

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

Programs may choose to identify content knowledge and pedagogy standards that are met by the InTASC standards. If used, they are also identified in the appropriate rubric row.

Candidate

Mentor Teacher

University Supervisor

School		School Division	
Subject Area		Grade Level	
Year		Semester	

Standards:

***InTASC Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10** (*Interstate Teacher Assessment & Support Consortium)

CAEP Standards: 1.1, 1.2, 1.3, 1.4, 1.5

VDOE Standards: 1, 2, 3, 4, 5, 6

THEMES: Technology  **Diversity**  **College-and-Career-Ready** 

Scoring Guidelines

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

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



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

1-Does not meet standard: Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

LEARNER AND LEARNING
InTASC 1 Learner Development


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


Performance	1 Does Not Meet Standard	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards	Evidence/Comments
<p>1.1 The candidate applies appropriate learning theories recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.</p> <p>VDOE 1</p>	<p>Candidate displays little or no knowledge of the developmental characteristics of the age group.</p>	<p>Candidate displays partial knowledge of the broad developmental characteristics of the age group.</p>	<p>Candidate displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns across the cognitive, linguistic, social, emotional, and physical areas.</p>	<p>In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, the candidate displays knowledge that individual learner development varies within and across the cognitive, linguistic, social, emotional, and physical areas.</p>	

<p>1.2 The candidate designs and implements developmentally appropriate and challenging learning experiences that include the use of technology.</p> <p>VDOE 2 Technology</p>  <p>Diversity</p> 	<p>Candidate lacks understanding how learners learn and does not seek information about developmentally appropriate learning experiences nor uses technology as an instructional tool.</p>	<p>Candidate recognizes the value of understanding how learners learn, but their knowledge is limited or outdated. Technology is not used as an instructional tool or the technology used is not appropriate for the task or developmental characteristics of the age group.</p>	<p>Candidate's knowledge of how learners learn is accurate and current. Candidate designs and implements technology enhanced, developmentally appropriate and challenging learning experiences for both the class as a whole and individual learner.</p>	<p>Candidate demonstrates extensive and subtle understanding of how learners learn and applies this knowledge to the classroom community. The candidate implements a range of developmentally appropriate and challenging learning experiences for the class as a whole, small groups, and individual learners. Appropriate technologies are used to enhance learning, collaboration, and high order thinking.</p>	
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InTASC 2 Learning Differences

The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.


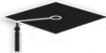
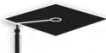
Performance	1 Does Not Meet Standard	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards	Evidence/Comments
<p>2.1 Candidate creates an environment that values individual differences and diverse cultures, and communities.</p> <p>VDOE 1 Diversity</p> 	<p>The candidate's plans and practice display little understanding of the relevance of individual differences to learning. The candidate provides minimal information to families about individual learners, or the communication is inappropriate to the cultures of the families. Candidate does not respond, or responds insensitively, to</p>	<p>Candidate's plans and practice indicate some awareness of how to address individual differences to learning, although such knowledge may be inaccurate or incomplete. Candidate adheres to required school procedures for communicating with families. Responses to family concerns are minimal or</p>	<p>Candidate's plans and practice address individual learning differences. Candidate communicates with families about learners' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.</p>	<p>Candidate's plans and practice consistently exhibit a variety of ways to meet individual differences to learning. Candidate frequently provides information to families related to learner progress, with learners contributing to the design of the system. Response to family concerns is handled with professional and</p>	

	family or community concerns about learners.	may reflect occasional insensitivity to cultural norms.		cultural sensitivity.	
<p>2.2 Candidate ensures inclusive learning by addressing the needs of diverse learners.</p> <p>VDOE 1 Diversity</p> 	Candidate does not monitor learning. Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some learners.	Candidate monitors the progress of the class as a whole but elicits no diagnostic information. Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for learning and achievement.	Candidate monitors the progress of groups of learners in the curriculum, making use of diagnostic prompts to elicit information. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for learners.	Candidate actively and systematically gathers and uses diagnostic information from individual learners and monitors their progress. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all learners.	

InTASC 3. Learning Environments

The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation.

Performance	1 Does Not Meet Standard	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards	Evidence/Comments
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<p>3.1 Candidate organizes and manages create face-to-face and virtual environments that support individual and collaborative learning.</p> <p>VDOE 5</p> <p>Technology</p>  <p>College-and-Career- Ready</p> 	<p>There is little, if any, evidence of routines, procedures, or proactive actions to establish a climate for learning.</p>	<p>Candidate recognizes the value of a learner-centered classroom but the application of these tenets are not applied in all management situations.</p>	<p>The classroom is a learner-centered environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.</p>	<p>The classroom conveys a safe, positive, and inclusive environment that is learner-centered, supports individual and collaborative learning and meets the needs of both the group and individual learners.</p>	
<p>3.2 Candidate encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>VDOE 5</p> <p>College-and-Career-Ready</p> 	<p>The classroom is a teacher-centered environment. Activities and assignments are inappropriate for learners' age or background. Learners are not engaged in learning.</p>	<p>The classroom is a teacher-centered environment. Candidate attempts to accommodate learners' questions or interests. Activities and assignments are appropriate</p>	<p>The classroom is a learner-centered environment. Candidate successfully accommodates learners' questions or interests. Activities and assignments are appropriate to</p>	<p>Candidate seizes every opportunity to enhance learning, building on learner interests or a spontaneous event. All learners are cognitively engaged in the</p>	

		to some learners and engage them mentally, but other learners are not engaged or self-motivated.	learners, and learners are cognitively engaged in exploring content. Learners are self-motivated.	activities and assignments in their exploration of content. Learners initiate or adapt activities and projects to enhance their understanding.	
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Comments/Goals:


CONTENT KNOWLEDGE-Also see SPA Standards.




InTASC 4. Content Knowledge


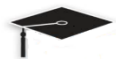
The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.

Performance	1 Does Not Meet Standard	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards	Evidence/Comments
4.1 Candidate understands the tools of inquiry and structures of the discipline <i>(NOTE: Tools of inquiry and structures of the discipline are content specific strategies for instruction, e. g.</i>	In planning and practice, candidate makes content errors or does not correct errors made by learners. Candidate's plans and practice display little understanding	Candidate is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Candidate displays solid knowledge of the important concepts in the discipline and how concepts relate to one another. Candidate's plans and practice reflect	Candidate displays extensive knowledge of the important concepts in the discipline and how concepts relate both to one another and to other disciplines.	



<p><i>manipulatives in math, inquiry in science, primary sources in social studies, and personal narrative to English.)</i></p> <p>VDOE 1</p>	<p>of the tools of inquiry and structures of the discipline.</p>	<p>Candidate's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p>	<p>accurate understanding of prerequisite relationships among topics and concepts.</p>	<p>Candidate's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by learners to ensure understanding.</p>	
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<p>4.2 Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery.</p> <p>VDOE 3 Diversity</p> 	<p>Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.</p>	<p>Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners. Candidate accepts responsibility for the success of learning but has only a limited repertoire of instructional strategies.</p>	<p>Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.</p>	<p>Candidate conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value. Learners demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.</p>	
<p>Performance</p>	<p>1 Does Not Meet Standard</p>	<p>2 Approaching Standard</p>	<p>3 Meets Standard</p>	<p>4 Exceeds Standards</p>	<p>Evidence/Comments</p>
<p>5.1 Candidate connects concepts and uses different perspectives and digital resources to engage learners in critical thinking,</p>	<p>Candidate does not connect concepts, address different perspectives or digital resources</p>	<p>Candidate connect concepts, addresses different perspectives or digital</p>	<p>Candidate connects concepts, addresses different perspectives and digital resources</p>	<p>Candidate creates multi-disciplinary and a range of multiple perspectives to engage learners</p>	


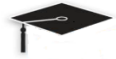
<p>creativity, and collaborative problem solving.</p> <p>VDOE 2 College-and-Career-Ready</p> 	<p>to engage learners in higher-level learning.</p>	<p>resources to engage learners but at a basic level of learning and recall.</p>	<p>to engage learners higher-level learning in at least one of these higher – order skills: critical thinking, creativity, and collaborative problem solving.</p>	<p>in critical thinking, creativity, and collaborative problem solving.</p>	
<p>5.2 Candidate plans rigorous, sequenced instruction related to authentic local and global issues.</p> <p>VDOE 5</p> <p>Diversity</p>  <p>College-and-Career-Ready</p> 	<p>Outcomes represent low expectations for learners and lack of rigor. Lesson plans do not reflect a sequence of learning and have no connection to authentic local and global issues.</p>	<p>Outcomes represent moderately high expectations and rigor. Some plans reflect important learning in the discipline and at least some connection to a sequence of learning but have little connection to authentic local and global issues.</p>	<p>Outcomes represent high expectations and rigor and important learning in the discipline. Plans exhibit a sequence of learning with connection to authentic local and global issues.</p>	<p>All outcomes represent high expectations and rigor and important learning in the discipline. Plans connect to a consistent sequence of learning both in the discipline and in related disciplines. Connection to authentic local and global issues is consistently</p>	

				found in lessons.	
Performance	1 Does Not Meet Standard	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards	Evidence/Comments
<p>6.1 Candidate uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.</p> <p>VDOE 4 Technology  College-and-Career-Ready </p>	Assessment procedures are not congruent with instructional outcomes.	Some instructional outcomes are assessed through the planned lesson, but many are not.	All the instructional outcomes are assessed through multiple methods of assessment. Assessment methodologies monitor learner progress, and guide teacher and learner decision making.	The candidate's approach to assessment is fully aligned with the instructional outcomes for both content and process are assessed through multiple methods. Assessment methodologies have been adapted for individual learners, and guide teacher and learner decision making.	
6.2 Candidate uses formative	Candidate does not incorporate	The candidate's	The candidate's approach to	Candidate has a well-developed	

assessment to monitor and adjust instruction and to guide the learner decision making. VDOE 4	formative assessment in the lesson or unit.	approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes and does not involve the learner in decision making.	using formative assessment to monitor and adjust instruction and includes a process where the learner, as well as teacher, uses information from the assessments.	formative assessment plan that uses formative assessment to monitor and adjust instruction. The Teacher Candidate has designed particular approaches to be used and actively involved the learner in decision making.	
Performance	1 Does Not Meet Standard	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards	Evidence/Comments
7.1 Candidate plans instruction to support every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology,	Outcomes represent low expectations for learners and lack of rigor. Lesson plans do not reflect important learning in the	Outcomes represent limited levels of expectations and rigor. Some plans reflect important learning in the	Outcomes represent high expectations and rigor and important learning in the discipline. Plans exhibit a sequence of	All outcomes represent high expectations and rigor and important learning across disciplines. Plans connect to a consistent	

<p>content areas, curriculum, cross-disciplinary skills, and pedagogy. <i>(NOTE: Planning must include evidence of use of Virginia's Standards of Learning and College- and Career-Ready standards, and technology)</i></p> <p>VDOE 2</p> <p>Technology </p> <p>College-and-Career-Ready </p>	<p>discipline or a connection to a sequence of learning or effective pedagogy.</p>	<p>discipline and at least some connection to a sequence of learning drawing upon knowledge of several of the following areas: digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, but the application is ineffective at increasing learning.</p>	<p>learning with strong connections to digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. Instruction is effective at increasing learning.</p>	<p>sequence of learning. There is a strong connection to digital- age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. Instruction is effective at increasing learning for all learners.</p>	
<p>7.2 Candidates effectively plans instruction based on knowledge of learners and the community context.</p>	<p>Candidate lessons do not reflect an understanding of learners, how they learn, and</p>	<p>Candidate lessons reflect a basic understanding of the learners, how they learn, and the context</p>	<p>Candidate lessons reflect an understanding of their learners, how they learn, and the context</p>	<p>Candidate lessons reflect a deep understanding of their learners, how they learn, and the context</p>	

<p>VDOE 2</p> <p>Diversity</p> 	<p>the context of the community.</p>	<p>of the community, but the lesson addresses only a limited knowledge of specific learners and their community.</p>	<p>of the specific communities represented in the classroom.</p>	<p>of the specific communities represented in the classroom. Lessons are tailored to represent the context and needs of learners and their communities.</p>	
<p>Performance</p>	<p>1 Does Not Meet Standard</p>	<p>2 Approaching Standard</p>	<p>3 Meets Standard</p>	<p>4 Exceeds Standards</p>	<p>Evidence/Comments</p>
<p>8.1 The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.</p> <p>VDOE 3</p>	<p>Candidate displays little or no understanding of the range of pedagogical approaches suitable to address the specific learning needs related to the content.</p>	<p>Candidate's uses a limited range of instructional strategies or pedagogical approaches that are not suitable to the discipline or to the learners.</p>	<p>Candidate's applies a wide range of effective pedagogical approaches in the discipline that encourage learners to develop deep understanding of content areas and their connections.</p>	<p>Candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, The candidate encourages learners to develop deep understanding of content areas and</p>	

				anticipate learner misconceptions.	
<p>8. 2 Candidates build skills to apply knowledge in contemporary meaningful ways. <i>(NOTE: “Contemporary meaningful ways” is evidenced in making connections to content of current interest to the learners and includes the use of current, appropriate technologies.)</i></p> <p>VDOE 3</p> <p>Technology </p> <p>College-and-Career-Ready </p>	<p>Candidate does not apply pedagogical knowledge in contemporary or meaningful ways.</p>	<p>Candidate uses knowledge of instruction in ways that are outdated or ineffective.</p>	<p>Candidate applies knowledge of appropriate content instruction in contemporary meaningful ways.</p>	<p>Candidate uses contemporary knowledge of appropriate instruction across a range of content areas to make learning meaningful.</p>	


Comments/Goals:

PROFESSIONAL RESPONSIBILITY

InTASC 9. Professional Learning and Ethical Practice

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

Performance	1 Does Not Meet Standard	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards	Evidence/Comments
<p>9.1 Candidate engages in ongoing professional learning.</p> <p>VDOE 6</p>	The candidate engages in no professional development activities to enhance knowledge or skill.	The candidate participates in professional activities to a limited extent when they are convenient or required by others.	The candidate engages in ongoing opportunities for professional development to enhance content knowledge and pedagogical skill.	The candidate seeks out opportunities for professional development that addresses personal goals and a systematic approach to continual learning.	
<p>9.2 Candidate uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others</p>	Candidate has no suggestions for how a lesson could be improved if taught again.	Candidate makes general suggestions about how a lesson could be improved but does not address how their choices	The candidate evaluates his/her practice and identifies revisions to the lesson for future use. Evaluation includes reflecting upon	The candidate evaluates his/her practice and identifies specific revisions to the lesson for future use. Evaluation draws upon an	



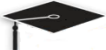
<p>(learners, families, other professionals, and the community).</p> <p>VDOE 6</p> <p>Diversity</p> 		<p>and actions affect others.</p>	<p>how the learners, families, other professionals, and the community affect teacher choices and actions.</p>	<p>extensive repertoire of skills. The candidate offers specific alternative actions that include the probable success of different courses of action and how the actions affect learners, families, other professionals, and the community.</p>	
<p>9.3 Candidate adapts practice to meet the needs of each learner in an ethical and responsible manner.</p> <p>VDOE 6</p>	<p>Candidate is not honest in interactions with colleagues, learners, and the public.</p>	<p>Candidate is honest in interactions with colleagues, and classroom instruction.</p>	<p>Candidate displays high standards of honesty, integrity, and confidentiality in instructional planning and interactions with colleagues, learners, and the public.</p>	<p>Candidate consistently exhibits the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues to uphold</p>	

				ethical practices.	
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InTASC 10. Leadership and Collaboration

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

Performance	1 Does Not Meet Standard	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards	Evidence/Comments
<p>10.1 Candidates seeks appropriate leadership roles and opportunities to take responsibility for learning.</p> <p>VDOE 6</p>	<p>Candidate engages in no professional development activities to enhance knowledge or skill.</p>	<p>Candidate participates in leadership activities to a limited extent when they are convenient. Instructional leadership may or may not be focused on learning.</p>	<p>Candidate accepts leadership roles that enhance learning and focus on meeting learner needs.</p>	<p>Candidate seeks out opportunities for leadership roles that enhance content knowledge and pedagogical skill and focus on meeting learning needs.</p>	
<p>10. 2 Candidate collaborates with learners, families, colleagues, other school professionals, and community members (using digital tools and</p>	<p>Candidate’s relationships with colleagues, families, school professionals and the learner are negative or self-serving.</p>	<p>Candidate maintains relationships with colleagues and the community to fulfill responsibilities required by the</p>	<p>The candidate uses digital tools and resources to collaborate with learners, families, colleagues, other school</p>	<p>The candidate takes initiative and collaborates with learners, families, colleagues, other school professionals,</p>	

<p>resources) to ensure learner growth and to advance the profession.</p> <p>VDOE 6 Technology  Diversity  College-and-Career-Ready </p>		<p>school or district.</p>	<p>professionals, and community members to ensure learner growth and to advance the profession.</p>	<p>and the community. Candidate takes leadership among faculty to support the use of digital tools and resources to ensure learner growth and to advance the profession.</p>	
<p>Comments/Goals:</p>					

TECHNOLOGY STANDARDS



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

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

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

1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

Technology

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

VDOE 1 Lifelong Learner

Candidates engage in ongoing professional learning related to content, pedagogy and technology.

Technology**College-and-Career-Ready**

VDOE Performance Standards	1 Does Not Meet Standard	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards	Evidence/Comments
Candidate engaged in ongoing professional growth related to the use of innovative instructional strategies that integrate digital technologies.	The candidate did not attend or pursue professional learning unless it was required. If the candidate did engage in professional learning, the selection of learning experiences	The candidates attended or pursued professional learning only when required. When the candidate engaged in professional learning, the selection of learning	The candidate planned for purposeful professional learning that fill learning gaps related to classroom-specific content and explored innovative pedagogy and technology This	The candidate sought out purposeful professional learning that filled specific learning gaps related to classroom content and explored innovative pedagogy and	

	<p>was not well aligned nor related to content, pedagogy and technology.</p>	<p>experiences was related to content or pedagogy and/or technology including a minimal use of digital tools.</p>	<p>included organized, division-sponsored professional development opportunities, university workshops, and through informal learning opportunities at the placement school and used digital tools to collaborate with a global learning community.</p>	<p>technology. This included organized, division-sponsored professional development opportunities, university workshops, through informal learning opportunities at the placement school and used digital tools to collaborate with a global learning community on educational topics and learning opportunities.</p>	
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<p>The candidate used digital tools to obtain feedback and to collaborate in ways that allows for reflection on educational topics to improve teaching and learning.</p>	<p>The candidate did not reflect on feedback to improve teaching and learning, nor collaborated on educational topics to improve teaching and learning.</p>	<p>The candidates may or may not have reflected on feedback. There was little evidence of collaboration on educational topics to improve teaching and learning.</p>	<p>The candidate reflected on feedback and collaborated on educational topics to improve teaching and learning.</p>	<p>The candidate used reflection-in-action to reflect on feedback and strategically worked to improve teaching and learning.</p>	
<p>The candidate promoted safe and ethical behavior with students through collaborative online experiences, including the development of an understanding of the rights and obligations of student privacy and security when collecting and using student data and selecting digital</p>	<p>The candidate did not take purposeful actions to promote safe and ethical behavior with students through collaborative online experiences.</p>	<p>The candidate took actions to promote safe and ethical behavior with students through collaborative experiences, but actions were not consistently observed.</p>	<p>The candidate promote safe and ethical behavior with students through collaborative online experiences.</p>	<p>The candidate promote safe and ethical behavior with students through collaborative online experiences.</p>	

<p>content, tools, and resources.</p>					
<p>The candidate modeled the use of technology to communicate, created appropriate digital content, (including tools and resources that meet local, state and/or federal policies), collaborated and solved problems.</p>	<p>The candidate did not use available technology to make responsible instructional decisions—grounded in knowledge of digital safety and security best practices. The candidate did not effectively use digital communication</p>	<p>The candidate occasionally used available technology to make responsible instructional decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital</p>	<p>The candidate used available technology to make responsible instructional decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication and collaboration tools and</p>	<p>The candidate effectively used available and appropriate technology, as well as additional technology identified to assist in making purposeful instructional decisions about digital safety and security best practices.</p>	

	and collaboration tools and resources.	communication and collaboration tools and methods. The technology used was often ineffective or not well aligned to digital safety and security best practices.	methods. The available technology used was effective or well aligned to digital safety and security best practices.	The candidate consistently used digital communication and collaboration tools and methods in their own classroom. The technology used was effective and well aligned to digital safety and security best practices.	
The candidate cultivated and managed their digital identity and reputation and displayed awareness of the permanence of his/her actions in the digital world.	The candidate made multiple choices (personal and instructional) that was evidence he/she was unaware of the <i>permanence of his/her</i>	The candidate made instructional decisions that was evidence he/she was unaware of the <i>permanence of his/her actions in the digital world.</i>	The candidate made appropriate personal and instructional decisions that was evidence he/she was clearly aware of the <i>permanence of his/her</i>	The candidate made appropriate personal and instructional decisions that was evidence he/she was clearly aware of the <i>permanence of</i>	

	<i>actions in the digital world.</i>		<i>actions in the digital world.</i>	<i>his/her actions in the digital world. The candidate provided specific instruction and models for students regarding the permanence of the students' actions in the digital world.</i>	
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VDOE 3 Learning Facilitator

Candidates support student learning by harnessing the power of technology.

Technology 

Diversity 

College-and-Career-Ready 

The candidate assisted students in selecting and using appropriate and available digital tools for learning, creating, problem-solving and communicating.	The candidate did not use available technology for thinking skills, problem solving, and decision-making,	The candidate occasionally used available technology for thinking skills, problem solving, and decision-making.	The candidate used a variety of formative and summative assessments assessed, using both quantitative and	The candidate consistently and purposefully used effective and appropriate technology as a tool for thinking skills, problem	
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	communication, and presentation within the curriculum.		qualitative techniques, to meet the needs of students and stakeholders.	solving, and decision-making.	
The candidate Incorporated learning strategies that used technology to accommodate learner variability, personalize learning, and engender student choice, self-direction and goal-setting, including the use of data to effectively respond to students' needs and communicate findings to various stakeholders.	The candidate did not use available technology as a tool for adapting instruction to meet the needs of learners in a variety of educational settings. The candidate did not provide opportunities for learners to use available and appropriate technologies.	The candidate's use of available technology was not evident for most of these tasks: data collection, information management, problem solving, decision-making, communication, and presentation within the curriculum.	The candidate purposefully used available and appropriate technology for thinking skills, problem solving, and decision-making. This included using technologies for data collection, information management, problem solving, decision-making, communication, and presentation within the curriculum.	The candidate took the initiative to seek out additional technologies for data collection, information management, problem solving, decision-making, communication, and presentation within the curriculum.	

<p>The candidate used a variety of formative and summative assessments that leveraged the power of technology to provide immediate and specific feedback, and offer alternative learning paths to students including competency-based approaches.</p>	<p>The candidate used a variety of formative and summative assessments assessed using both quantitative and qualitative data to meet the needs of students and stakeholders.</p>	<p>The candidate used formative or summative assessments assessed and used quantitative or qualitative data to meet the needs of students and stakeholders</p>	<p>The candidate used both formative and summative assessments assessed and gathered both quantitative and qualitative data to meet the needs of students and stakeholders</p>	<p>The candidate used a variety of effective formative and summative assessments, assessed using both quantitative and qualitative data techniques, to meet specific needs of a range of students and stakeholders.</p>	
<p>The candidate demonstrated the ability to choose and use digital technologies including both hardware, software and web-based resources to support classroom instruction, including basic computing operations such as</p>	<p>The candidate did not use technology to support instruction.</p>	<p>The candidate used limited or archaic technologies to support instruction.</p>	<p>The candidate used effective, appropriate, and contemporary technologies to support instruction.</p>	<p>The candidate systematically, used effective, appropriate, and contemporary technologies to support instruction.</p>	

<p>accessing accounts, select appropriate applications to perform tasks, file management and web navigation.</p>					
<p>The candidate demonstrated the ability to troubleshoot typical classroom technologies.</p>	<p>The candidate had poor technology knowledge and skills and could not perform basic computing operations or troubleshoot classroom technology issues.</p>	<p>The candidate had poor technology knowledge and skills and could perform only very basic computing operations. The candidate was able to troubleshoot basic classroom technology issues.</p>	<p>The candidate applied technology knowledge and skills and could easily perform basic computing operations and troubleshoot classroom technology issues.</p>	<p>The candidate applied extensive technology knowledge and skills to create a variety of technology-supported activities. The candidate could easily perform computing operations and troubleshoot a wide-range of classroom technology issues.</p>	

SIGNATURE PAGE

Signature below indicates participation in the assessment process:

SIGNATURES:

Candidate	Date	Mentor Teacher	Date	University Supervisor
Date				

Summary Comments (optional):

If used for mid-point evaluation, use this space for goal setting for the remainder of the placement:

Assessment of Dispositions

Candidate Name: _____
Tchg Internship

Course/Section: EDCI 790 – 011 – FL

Assessors: _____

Date Assessed: _____

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

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

Directions for Assessors: For each of the dimensions below, please rate the degree to which you observe the candidate behaving in a fashion consistent with each disposition, 4 being the highest as “Consistently Evident,” 1 being the lowest as “Rarely Evident.” Assessors will base ratings upon multiple data points, observations, and/or incidents.

What each Rating Means

A score of 4-Consistently Evident is a rating for candidates who exhibit behaviors beyond the expectations of candidates at this point in their programs.

A score of 3 (Often Evident) is the *target* score.

A score of 2 (Occasionally Evident) should be viewed as a “teachable moment” for the assessor. The assessor should meet with the candidate to clarify expectations and discuss what behaviors were observed that warranted a score of 2. (See the Educator Preparation Office (EPO) website at <https://cehd.gmu.edu/epo/> for specific information related to this process.)

A single score of 1 (Rarely Evident) will require the creation of a Disposition Development Plan to assist the candidate in improving dispositions. (See the EPO website at <https://cehd.gmu.edu/epo/> for a copy of the Plan.) For further direction and specifics related to how the dispositions are assessed in your program, please contact your Academic Program Coordinator, Course Lead, Assessor, or the Educator Preparation Office at 703-993-5899.

Rating Guidelines

4-Consistently Evident- Consistently Evident is a rating for candidates who exhibit behaviors beyond the expectations of candidates at this point in their programs. Observers see candidates demonstrate behaviors consistent with professional dispositions in multiple situations/data points.

3-Often Evident- is the TARGET score. This score reflects that candidates have met the standard at the level expected at this point in their program. Behaviors are observed that align with expectations for this specific dimension of the dispositions. Candidates who receive a 3 have successfully met the disposition.

2-Occasionally Evident- Candidates receive this score when their understanding and effort does not meet the Target but they exhibit some of the behaviors associate with the disposition. A score of 2 requires a conversation with the candidate to clarify or educate him/her on the appropriate behaviors associate with the disposition.

1-Rarely Evident- Candidates receive a 1 when his/her understanding and behaviors related to a disposition is not evident or rarely exhibited. A score of 1 requires a specific action plan to educate and/or remediate behaviors associate with the disposition.

Descriptions of behaviors are provided for each dispositional dimension and are meant to be representative examples of observable behaviors. The examples may pertain to your specific setting, but should not be viewed as encompassing all observable behaviors related to the disposition:

	Consistently Not Evident Applicable	Often Evident	Occasionally Evident	Rarely Evident
1. Openness to Feedback				
- <i>Is receptive to constructive criticism/growth-producing feedback</i>	4	3	2	1
- <i>Self-regulates and modifies professional behavior based on feedback</i>				
- <i>Seeks opportunities for professional growth to improve practice</i>				
- <i>Acts on feedback toward improvement</i>				
	4	3	2	1
2. Continuous Improvement/ Change Orientation				
- <i>Takes initiative appropriately</i>				
- <i>Seeks opportunities for continual improvement and change</i>				
- <i>Seeks evidence for use in decision making</i>				
- <i>Is willing to take appropriate risks/try new things</i>				
3. High Expectations for Learning				
- <i>Takes appropriate responsibility for student learning</i>				
- <i>Holds high expectations for all learners</i>	4	3	2	1
- <i>Monitors and assesses student learning to provide feedback and alter instruction to improve learning</i>				
4. Advocacy	4	3	2	1
- <i>Advocates on behalf of students and families</i>				
- <i>Seeks to understand and address student issues and challenges</i>				
- <i>Shows a genuine interest in others' well-being</i>				
- <i>Seeks to direct students and/or families to needed resources</i>				

5. Professionalism	4	3	2	1
- <i>Is punctual and well prepared</i>				
- <i>Exhibits professional demeanor (dress & appearance)</i>				
- <i>Is reliable, responsible</i>				
- <i>Demonstrates respect for students, families, colleagues, and/or property</i>				
- <i>Uses technology & social media appropriately</i>				
6. Legal and Ethical Conduct	4	3	2	1
- <i>Exhibits integrity and ethical behavior</i>				
- <i>Maintains privacy and confidentiality of sensitive information</i>				
- <i>Demonstrates fairness and consistency in applying and enforcing rules, policies, and regulations</i>				

Is there a score of 2 on the assessment? Have you scheduled a meeting with the Candidate?

Is there a score of 1 on the assessment? Have you scheduled a meeting with the Candidate and begun to develop an Action Plan?

Please add any relevant comments to the ratings above:

