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

EDCI 790 – Section 008
Internship in Education - ESL

6 Credits - FALL 2018
Meets Daily at School Sites

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Prerequisites/Corequisites

Completion of all licensure courses, passing scores on PRAXIS I & VCLA

University Catalog Course Description

Intensive, supervised clinical experience for full semester in accredited school. Students must register for appropriate section.

Course Overview

The Graduate School of Education (GSE) prepares teacher licensure candidates to be reflective practitioners who use research-based practices and are responsive to diversity. Field experiences and Teaching Internships are an integral part of coursework and are significant opportunities for candidates to apply new knowledge, skills and dispositions in their teaching field.

Virginia state licensure for English as a Second Language (ESL) teachers at the PreK-12 levels requires teacher candidates to conduct <u>Teaching Internships at both elementary and secondary levels</u>. Since the teaching internship is a 6-credit, one semester requirement, the state mandate to do internships at two separate age/grade levels (and schools) limits the Teacher candidate to approximately 8 weeks at each level, except in cases of On-the-Job Interns, where candidates have received a provisional license to teach in a school while conducting the internship. In these cases, the intern will spend 20 hours observing teachers at a different grade range than the one she is teaching in. For example, an ESL teacher hired at an elementary school would need to make 20 hours of observation at a high school during the internship.

EDCI 790, *Internship in Education,* is the final course and culminating experience in Mason's state-approved ESL teacher licensure program. It provides opportunities for extended practice

under the guidance of experienced professionals from the schools and university. Such professionals in the schools are called *Mentor teachers* (MT), except when they have been trained as clinical faculty to assume more responsibility for supervision of Teacher candidates. The *University Supervisor (US)* may be full-time or adjunct faculty.

The purpose of this *syllabus* is to provide guidance to the teacher candidate, the University Supervisor, and the Mentor teacher regarding procedures and required documentation for the ESL Teaching Intern. This syllabus does not purport to provide detailed assistance on planning, teaching, observation, supervision, or evaluation. These are covered in the ESL Teaching Internship Manual and other materials and training provided to members of the Teaching Internship team.

Many problems can be avoided by following instructions in this syllabus and in the internship manual and by seeking assistance early. Always try to solve a problem as close to the source as possible. If that is not possible, respect the lines of communication and authority in the school and university. For example, students should work with their Mentor teachers, principals, and On-site Supervisor before seeking help from the university supervisor. However, faculty and staff of the *Teaching Culturally, Linguistically Diverse & Exceptional Learners* program are available to provide information and assistance to all members of the student teaching team.

Course Delivery Method

The internship requires each candidate to work each day with Mentor Teachers and ESL students each day while being evaluated jointly by the Mentor Teacher and University Supervisor. All interns will begin and end the school day at approximately the same time as the Mentor Teacher. The only exception would be where the intern chooses to participate in before- or after- school programs where the Mentor Teacher may not participate.

Teacher candidates can be either *Traditional* or *On-the-Job* Candidates. *Traditional* candidates are pre-service teachers who go into another teacher's classroom to learn from that teacher and take on that teacher's responsibilities for teaching. *On-the-Job* (OTJ) candidates, on the other hand, have been hired by a school system under a Provisional License and will be working independently in their own classrooms.

Traditional Teacher candidates in the ESL PreK-12 program will spend half of their internship period at the elementary grade level (K-6) and the remaining half at the secondary level (7-12). This will typically require a change of school.

On-the-Job Teacher candidates have been hired by a school system under a Provisional License and will be required to conduct their entire Internship at their school of employment. However, because they will be teaching at either the elementary or secondary level, they will also be required by the state and the college to observe students at a different school for a minimum of 20 hours during the on-the-job internship. This will entail leaving their own classrooms to observe teachers working with students at a different grade level. For example, an OTJ candidate hired to work in a high school will be required to observe an ESL teacher in an elementary school during the Teaching Internship. On-the-Job candidates should make

arrangements with their principal or supervisor to complete required observation hours. Hours can be completed by utilizing early release days, planning periods, or by taking leave.

<u>The Teacher Candidate begins by observing the ESL teacher and general education or content teachers and co-teaching with any of these teachers</u>. The purpose of conducting preliminary observations during Week 1 is to familiarize the candidate with the content of instruction in the ESL and various content or general education classrooms to see how each teacher differentiates instruction (or does not) for ESL students, to introduce the candidate to the nature of learning challenges posed to ESL students in both ESL and content-area classrooms (by *shadowing* an ESL student), and to generate ideas for conducting the Classroom-Based Assessment (CBA) Project.

<u>The *Traditional Teacher candidate* will gradually assume responsibility for each class until he/she carries a full teaching load for a minimum of 4 weeks</u>. Toward the end of the assignment, the Teacher Candidate gradually returns responsibility for instruction of each class to the ESL teacher. During the transition periods before and after independent teaching, the Mentor teacher and the Teacher candidate may co-teach or share responsibility for specific periods or subjects.

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

<u>Changing to OTJ Internship while in Traditional Internship</u> -In the event that a traditional teaching candidate is offered a full-time contract position with a local school division during the internship, he/she may not switch to an on-the-job (OTJ) internship. The candidate must withdraw from the traditional internship and may apply for an OTJ internship in a future semester.

<u>Mason requires 300 clock hours of teaching, including 150 clock hours of direct teaching. This commitment is a **full-time,** 16-week experience.</u> These requirements exceed state licensure requirements. An extended period of supervised teaching provides better preparation and is protection against contingencies such as illness or other interruptions. **Traditional teacher candidates** are expected to complete the full semester in two different schools (elementary & secondary). The remaining 150 hours must address indirect teaching, such as lesson planning, parent conferences, or attending faculty meetings or professional development sessions.

On-the-job interns completing 300 hours BEFORE the end of the semester are required to continue in the internship until the last day of the semester; OTJ candidates are not allowed to conclude the internship before the last day of the university semester.

During the Internship, each candidate will complete a minimum of 150 hours of direct and independent teaching in his/her classroom for each placement (i.e. 75 hours in a K-6 classroom plus 75 hours in a 7-12 classroom for Traditional Interns). This is an incremental transition of accepting responsibility during the 8 -16 week placement in which the Mentor teacher slowly decreases their active role and the candidate takes control of the classroom. Then, as the candidate transitions into the second placement or completion of the Internship, the Mentor teacher will gradually resume full control of the classroom.   The Mentor teacher and Teacher candidate will work towards a mutually agreeable schedule to complete the required direct teaching in each placement.

In addition to classroom time, teacher candidates are expected to participate in school-based activities such as after-school programs, school open house or back-to-school night, or other non-teaching responsibilities as required by the school or the University.

Teacher candidates are expected to complete the full semester of the Internship. The Director of the Division of Advanced Professional Teacher Development & International Education may approve early termination based upon the recommendation of the University Supervisor and Mentor teacher.

Based on the time commitment and performance expectations for this internship, <u>no intern will be approved for holding an additional part-time job or taking a course</u> while enrolled in the internship. This will protect interns from physical, emotional, and cognitive overload and increase the likelihood that they will do their best work each day and be able to respond to constructive feedback in a timely manner so as to become more effective teachers.

LEARNER OBJECTIVES

This internship is designed to enable candidates to:

1. Plan and implement a variety of research- and standards-based lessons and instructional activities that meet students' learning needs;

2. Teach the academic language of the content areas;

3. Use technology to engage students and promote their learning;

4. Use knowledge of students' native cultures to plan activities that motivate their participation;

5. Provide scaffolding for student learning, such as modeling tasks and providing step-by-step directions;

6. Check for learner comprehension and identify areas needing more or different instruction;

7. Identify productive approaches to managing disruptive or unengaged students;

8. Design and use formative, classroom- and performance-based assessments to monitor student learning and direct instruction;

9. Engage in self-assessment to identify areas of strength and areas for improvement; and

10. Use professional behavior to collaborate with a school-based Mentor Teacher, school administrators, and a University Supervisor and respond appropriately to constructive feedback.

PROFESSIONAL STANDARDS (TESOL/CAEP)

InTASC (Interstate Teacher Assessment and Support Consortium) and

CAEP (Council for the Accreditation of Educator Preparation) Standards

This internship includes at least one Common Assessment developed by the College of Education and Human Development to assess candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our program's performance on national accreditation standards (CAEP).

Licensure courses are aligned with TESOL/CAEP *Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education* (2010) as well as with the Interstate New Teacher Assessment and Support Consortium (InTASC) Standards, which represent principles that should be present in all teaching environments, regardless of subject or grade level, and serve as a framework for the systematic reform of teacher preparation and professional development programs. The standards aim to provide consistency in teacher education programs across the country in terms of what ESOL teachers need to know and be able to do (i.e., knowledge, skills, and dispositions to effectively teach of culturally and linguistically diverse students).

Effective teachers of all disciplines, subjects, and grade levels model and apply the National Education Technology Standards for Teachers (NETS·T) as they design, implement, and assess learning experiences and as they engage students in the classroom to enhance and support learning while they provide positive models for ethical and effective use of technology to students, colleagues, parents, and the community.

Upon completion of this internship, candidates will have met the following professional standards:

TESOL & NETS Standards

1. *TESOL Domain 1. Language* - Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners (ELLs) develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated.

   a. *Standard 1.a. Language as a System* - Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

   b. *Standard 1.b. Language Acquisition and Development* - Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

2. **TESOL Domain 2. Culture** - Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

   Standard 2. *Culture as It Affects Student Learning* - Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction.

They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

3. **TESOL Domain 3. Planning, Implementing, and Managing Instruction** - Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

a. *Standard 3.a. Planning for Standards-Based ESL and Content Instruction* - Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

b. *Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction* Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

c. *Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction* Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

4. **TESOL Domain 4 – Assessment -** Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.

a. *Standard 4.a. Issues of Assessment for ESL*. Candidates understand various issues of assessment (e.g. cultural and linguistic bias, political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning.

b. *Standard 4.b. Language Proficiency Assessment*. Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

c. *Standard 4.c. Classroom-Based Assessment for ESL*. Candidates know and use a variety of performance based assessment tools and techniques to inform instruction.

5. **TESOL Domain 5. Professionalism** - Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve

their instruction and assessment practices. Candidates work collaboratively with colleagues and the community to: improve the learning environment, provide support, and advocate for ELLs and their families.

> a. *Standard 5.b. Professional Development, Partnerships, and Advocacy* - Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

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).

RECOMMENDED TEXTS

Jacobs, G. M. & M. A. Power (2016). *The teacher's sourcebook for cooperative learning.* Skyhorse Publishing.

Kagan, S. & M. Kagan. (2015). *Kagan Cooperative Learning.* Kagan Cooperative Learning.

*Modified Guided Reading: Gateway to English as a Second Language and Literacy Learning by Avalos, M. A., Plasencia, A., Chavez, C., & Rascón, J (2007), *Reading Teacher, 61*(4), 318-329.

The Next Step in Guided Reading (2009) by J. Richardson, Scholastic.

Collaboration & Co-Teaching: Strategies for English learners (2010) by A. Honigsfeld & M. G. Dove, Corwin Press.

Culturally Responsive Standards-Based Teaching: Classroom to Community & Back (2011) by S. Saifer, K. Edwards, D. Ellis, L. Ko, & A. Stuczynski.

Culturally Responsive Teaching. (2010) by G. Gay, Teachers College Press.

Evertson, C. M. & Emmer, E.T. (2016). *Classroom Management for Elementary Teachers* (10th Ed.). New York: Pearson.

Emmer, E.T. & Evertson, C. M. (2016). *Classroom Management for Middle and High School Teachers* (10th Ed.). New York: Pearson.

Thompson, J. G. (2013). *The first-year teacher's survival guide: Ready-to-use strategies, tools and activities for meeting the challenges of each school day*. 3rd Ed. San Francisco, CA: Jossey-Bass.

Course Performance Evaluation

Teacher candidates are expected to submit all evaluation documentation on time in the manner outlined by the lead faculty member and in the ESL Teaching Internship Manual.

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 <u>at least a weekly basis</u>. <u>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.</u>

- **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:** <u>For all direct teaching activities</u>, 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 <u>AT LEAST 48 HOURS PRIOR TO THE FORMAL OBSERVATION</u>. The format should follow that of the *Lesson Plan Template* found in the ESL Teaching Internship Manual. <u>The only lesson plans to be turned in to the University Supervisor are those used during the Formal Observations by the US</u> (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. <u>Observations should be of different classes or subject areas whenever possible</u>. University Supervisors will discuss results with the Teacher Candidate and MT during the Formal Observation meeting.

- **Videos of Teaching:** Teacher candidates will submit <u>two video recordings of 20 – 30 minute</u> teaching segments in <u>Weeks 4 and 12</u> for feedback from their University Supervisor and based on previous feedback for areas of needed improvement.

- **Mid-Term & Final Evaluations - Analytic Rubric for Evaluation of ESL 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** – another CEHD Common Assessment, 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 school arrival and departure schedule as their 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 on the same day 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 at their school) 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 <u>with a required performance-based assessment</u> 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.

<u>Additional REQUIREMENTS by VA Dept. of Education</u>

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

Videos of Teaching & Required Seminars

Teacher candidates will submit <u>two video recordings of 20 –30 minute</u> teaching segments in <u>Weeks 4 and 12</u> for feedback from University Supervisors. <u>Weeks 4 and 12 are firm deadlines</u>, set to allow for feedback from the University Supervisor BEFORE mid-term or final performance evaluation. The US will provide feedback for improvement within one week of the candidate's email notifying her that he/she has uploaded a teaching video to Blackboard.

Along with the video, Teacher Candidates will upload to Blackboard <u>a 1-page description setting the scene or providing the context (time of day, age group, level of proficiency, target learning goal) and ONE goal for improvement</u> that he/she has set for him/herself based on previous feedback from your MT and US. What was the recorded lesson meant to accomplish for the intern and for the students? What does it demonstrate about the candidate's teaching? Based on the video, <u>what would the candidate like to be able to do more effectively</u>?

Q: What technology will I need?

A: Any video source—smart phone, pad/tablet, video camera. Candidates wil download the video to a PC or laptop and then upload the video file to the *Assignments* tab on Blackboard using instructions for uploading videos with <u>Kaltura</u> at the following link: http://doit.gmu.edu/students/course-tools/kaltura/

Q: What permissions will I need to videotape in my classroom?
A: Most area school divisions have media opt-out releases for students in their classrooms (leaving it to families to opt out of photographs/ videotapes that might be viewed in public contexts), so permissions are rarely a concern . Teacher candidates should discuss video-recording activities with their cooperating teachers to be sure they are not capturing video of students who have opted out. Recordings will tend to focus on the teacher candidate rather than on students, so it is reasonable to avoid taping the faces of any K-12 students in short video segments.

Required Seminars

Teacher candidates are required to attend <u>monthly seminars</u> conducted throughout the semester on topics of direct relevance to their teaching. Seminars are typically conducted on Weds. evenings. Topics to be addressed, based on feedback from previous ESL interns, include: *classroom management, cooperative learning, culturally-responsive instruction, and dealing with tramautized immigrants or refugees*.

Grading Policy

All assignments are required for a ***Satisfactory*** grade; requirements are not assigned different weights or percentages.

Assignment/Assessment Description	Standards Addressed
Log of hours	State requirement
Lesson Plan Rating Scale	TESOL 1 a, 1b, 2, 3a, 3b, 3c, 4c NETS-T 2, 3
Analytic Scoring Rubric for Evaluation of ESL Teacher Candidate - Mid-Term & Final	TESOL 2, 3a, 3b, 3c, 4c, 5a NETS-T 2, 3, 5
InTASC Scoring Rubric – Mid-term & Final	InTASC Standards 1 – 10 NETS-T 1 - 5
Assessment of Dispositions – Mid-Term & Final	
Certification Form for OTJ ESL Tchr Candidates	State requirement

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 <u>Mentor Teacher and the University Supervisor</u> 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 combined <u>score of less than 3.0</u> on the final four-point *InTASC Scoring Rubric* or *Analytic Scoring Rubric for Evaluation of ESL Teacher Candidate* <u>will not be recommended for a state teaching license</u> 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.

Teaching S*chedule & Timeline A* for <u>Traditional Candidates</u>

Working with your MT, use the table below to schedule a gradual transition to your independent teaching and dates for your Formal Observations.

Weeks*	Teacher candidate (TC)	Mentor teacher (MT)	University Supervisor (US)
1 - 2	Observe MT & several content teachers for differentiation strategies and classroom management approaches *(shadow* several ESL students to their content or general education classrooms). Learn about WIDA language proficiency testing schedule and how student scores are used to place students into the ESL program Plan short lessons to co-teach, lead small groups **Complete Bi-Weekly Progress Report**	Orient Intern to school Facilitate observations of other teachers and classrooms Plan short lessons with Intern Allow Intern to co-teach and to work with small groups or individuals Provide feedback on Intern's teaching skills **Complete Bi-Weekly Progress Report**	Meet with Intern, MT, & AP in charge of ESOL Schedule observations Explain, clarify, answer questions, especially required documentation
2 - 3	Plan longer lessons, reflect on the lessons presented Participate in student-related activities Take responsibility for teaching at least one class of students, then 2 and 3 classes Schedule Formal Observation #1/3** **Complete Bi-Weekly Progress Report**	Assist TC in lesson planning and provide feedback (Appendix A) Allow TC to do independent teaching with at least one class of students **Complete Bi-Weekly Progress Report**	Conduct Formal Observation # 1 **Complete Formal Observation Report & Lesson Plan Rating Scale**
4 - 8	Take over total teaching responsibility in coordination with MT for at least 4 weeks During Weeks 7 and 8, gradually return all classes to the MT and freely observe other teachers Schedule Formal Observation #2/4 <u>Weeks 4 & 12:</u> Conduct video recording of teaching segment and upload to Blackboard for feedback **Complete Bi-Weekly Progress Report, Log of Hours, online evaluation forms**	Assist TC in taking over total teaching responsibility of classes agreed upon During Weeks 7 (and 8) Gradually resume teaching responsibilities for all classes **Complete Bi-Weekly Progress Report, Mid-term or Final Evaluation Rubric, InTASC Rubric, Asmt. of Dispositions with US, and online evaluation forms**	Conduct Formal Observation # 2 **Complete Formal Observation Report & Lesson Plan Rating Scale, Complete Mid-Term or Final Evaluation Rubric, InTASC Rubric, Assmt. of Dispositions with MT, and online evaluation forms**

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

**4 Formal Observations should be scheduled in Weeks 3-4, 5-7, 10 - 11 and 13-14 of the Internship.

Teaching S*chedule & Timeline B* for <u>On-the-Job Candidates</u>

Weeks*	Teacher candidate (TC)	Mentor teacher (MT)	University Supervisor (US)
1 – 2	Meet MT & content teachers who work with your ESL students

Observe your MT teach her own and perhaps your class

Ask MT to cover your class while you (1) observe content or grade-level teachers for differentiation strategies and classroom management approaches and (2) *shadow* at least two ESL students

Arrange to observe in an elementary school if you are teaching at the secondary level (and vice versa)

Learn about WIDA language proficiency testing schedule and how your own students' scores are used for placement in the ESL program
Complete Bi-Weekly Progress Report | Orient TC to school

Facilitate observations of other teachers and classrooms

Provide feedback on lessons created by the Intern

Complete Bi-Weekly Progress Report | Meet with Intern and MT

Schedule observations

Explain, clarify, answer questions, especially required documentation |
| 2 – 3 & 11 - 12 | Continue drafting lesson plans and getting feedback from MT

Schedule Formal Observations

Complete Bi-Weekly Progress Reports | Provide feedback & suggestions on lesson plans, assessments, & classroom management

Complete Bi-Weekly Progress Reports | Conduct Formal Observations #1 & 3

Complete Formal Observation Report & Lesson Plan Rating Scale |
| 4 – 8 & 13 - 16 | Schedule Formal Observations #3 & 4

Weeks 4 & 12: Conduct video recording of teaching segment and upload to Blackboard for feedback

Complete Bi-Weekly Progress Reports

Complete Log of Hours & all evaluation forms | Provide feedback & suggestions on lesson plans, assessments, & classroom management

Complete Bi-Weekly Progress Report, Mid-term or Final Evaluation Rubric, InTASC Rubric, Asmt. of Dispositions with US, and online evaluation forms | Conduct Formal Observations # 2 & 4

Complete Formal Observation Report & Lesson Plan Rating Scale, Complete Mid-Term or Final Evaluation Rubric, InTASC Rubric, Assmt. of Dispositions with MT, and online evaluation forms |

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

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.

Rating Scales, Scoring Rubrics, & Observation Forms

Lesson Plan Rating Scale *** Formal Observation # _____

University Supervisors and Mentor teachers will each score independently the Teacher Candidate's planning and instructional skills observed during the Formal Observation. Please compare scores (by phone, email, or in-person), and assign the scores that you both agree on. A passing score will be at least a total of 30 points with no single item less than a 2.

| 1 = Not Observed | 2 = Ineffective | 3= Effective | 4 = Highly Effective |

Score Task	1	2	3	4
BEFORE TEACHING				
1. Planned appropriate, research- & standards-based instructional activities based on language proficiency assessment results.				
2. Planned for a multilevel classroom by incorporating appropriate scaffolding				
3. Used knowledge of culture and culturally-responsive materials to plan lessons that support learning				
4. Planned lessons focusing on integration of language through content				
DURING TEACHING				
5. Used teaching activities that engaged the learners, including cooperative learning and interactive tasks				
6. Integrated at least 2 language skills in each lesson				
7. Was flexible in adapting lesson plans to rate of student learning				
8. Addressed a variety of learning styles				
9. Checked for learner comprehension				
10. Used technological resources effectively to promote learning				
11. Used language proficiency assessment results to make appropriate instructional adaptations				
12. Recorded/documented formative assessment of student learning				

Teacher Candidate_____

Mentor Teacher _____University Supervisor _____

Date: _____School: _____
University Supervisor: Attach lesson plans and handouts to this page

Formal Observation Report –ESL/CISL Program – Lesson #_____

(to be completed by the University Supervisor for each Formal Observation)

Teacher Candidate		School	
Subject		Grade	
Date		Student WIDA levels	
University Supervisor		Activities Observed	

PREPARATION/ PLANNING

_____Plans and delivers research-based instructional activities for multilevel classrooms

_____Bases learning activities on both ESL and content-based standards

_____Prepares scaffolding materials that help learners access information presented

INSTRUCTIONAL METHODS/ ASSESSMENT

_____Taps prior knowledge to connect material to students' lives

_____Models step-by-step directions and has students retell them to him/her before distributing materials

_____Integrates listening, speaking, reading, and/or writing with content objectives

_____Uses lesson plan as a roadmap and deviates from it whenever students are not engaged or indicate a

lack of understanding

_____Adjusts pacing of instruction to match student responses and level of language proficiency

_____Limits quantity of teacher talk and gets each student to speak at least once in English

_____Uses knowledge of students' cultural values and prior experiences to promote learning

_____Redirects questions, wherever possible, to promote deeper thinking and/or more use of oral language

_____Checks for comprehension with open-ended questions addressed to a range of students

_____Designs and uses formative assessment appropriately

_____Uses technological resources effectively to promote learning

CLASSROOM MANAGEMENT/ CLIMATE

_____Ensures that all students are on task

_____ Uses cooperative learning tasks effectively, setting short time limits for each task

_____Uses wait time and/or teacher silence to regain attention of class (does not raise voice or admonish

students)

_____ Shows respect for all students

_____Prevents or manages conflicts and disruptive behavior

PERSONAL/ PROFESSIONAL DEVELOPMENT

_____Arrives early or on time for the lesson

_____Comes fully prepared for the lesson

_____ Welcomes constructive feedback and acts upon it promptly

_____Communicates promptly and effectively with both MT and US

_____Submits lesson plans and other documentation by required deadlines

_____Dresses in a professional manner

RECOMMENDATIONS:
1.

2.

3.

4.

University Supervisor's Signature /Date
_____

Teacher Candidate's Signature/Date

Mentor Teacher's Signature /Date

Analytic Scoring Rubric for Evaluation of ESL Teacher Candidate   Mid-Term ☐ FINAL   ☐

Name of ESOL Intern:_____   DATE_____

Teaching Skills	1 Does Not Meet Standard	2 Approaches Standard	3 Meets Standard	4 Exceeds Standard
Planning Instruction TESOL Standard 3.a	Plans a teacher-centered classroom, does not differentiate instruction, does not address standards and does not reflect on teaching.	Plans activities that may not be research-based, do not differentiate instruction, or address either ESL or content-based standards, but may not reflect on teaching or make needed adjustments.	Plans research-based classroom activities with some differentiation, bases learning activities on both ESL and content-based standards, provides scaffolding for learning, and reflects on teaching but makes few adjustments.	Plans research-based instructional activities for multilevel classrooms that are supportive of linguistically and culturally diverse students, including those with special needs, bases learning activities on both ESL and content-based standards, provides a variety of scaffolding for learning, and reflects on teaching and makes necessary adjustments.
Managing & implementing instruction TESOL Standards 3.b & 3.c	Does not use activities that integrate language skills and content objectives AND does not use technological resources.	Demonstrates a limited range of teaching activities that may address only language objectives OR does not use technological resources.	Demonstrates teaching activities that integrate language skills and content objectives, and uses technology to enhance learning.	Demonstrates a range of teaching activities that integrate listening, speaking, reading, and writing with content objectives, uses cooperative learning and a range of technological resource materials effectively, and provides access to the core curriculum.
Classroom Management Skills	Does not show respect for all students, is unable to manage conflicts and disruptive behavior, and applies consequences inconsistently.	Shows respect for all students but is frequently unable to manage conflicts and disruptive behavior and/or applies consequences inconsistently.	Ensures that most students are on task, shows respect for students, but may have problems managing minor conflicts or disruptive behavior effectively or applying consequences consistently, and sets and enforces high expectations.	Ensures that most or all students are on task, shows respect for students, prevents or manages conflicts and disruptive behavior, applies consequences consistently, and sets and enforces high expectations for each student.

Culture **TESOL Standard 2**	Does not demonstrate knowledge about students' cultural values.	Demonstrates knowledge of students' cultural values and beliefs but does not incorporate these values into lesson plans or instructional activities.	Applies knowledge of students' cultural values and beliefs to promote student learning but may only occasionally integrate these into lesson plans or instructional activities.	Regularly integrates students' cultural values and beliefs into lesson plans and instructional activities to tap prior knowledge and promote student learning.
Classroom-based (formative) Assessment **TESOL Standard 4.c**	Does not conduct formative assessments or use performance-based assessment tools.	Uses few formative assessment tasks and tools, or most are not performance-based, or some of these do not provide appropriate scaffolding, and/or does not analyze results to inform instruction.	Designs formative assessment tasks and tools based on classroom instruction but some may not be performance-based or may not provide appropriate or sufficient scaffolding, uses results appropriately to direct instruction.	Designs and administers formative, performance-based assessment tasks and tools based on classroom instruction and curriculum objectives, provides appropriate scaffolding, and uses results appropriately to direct instruction.
Professionalism **TESOL Standard 5.b**	Consistently arrives late, comes unprepared, does not respond appropriately to feedback, does not communicate effectively with MT or US, delays in submitting required documentation, and/or does not collaborate or follow school dress code. Does not participate in after- or before school activities.	May frequently be late or absent or comes unprepared, does not respond appropriately to feedback or does not communicate effectively with MT or US, or delays in submitting required documentation, and may not collaborate effectively with the MT or follow school dress code. Does not participate in after- or before school activities.	Arrives consistently on time, comes prepared for the task; responds well to feedback but may not communicate effectively with MT or US and/or delays in submitting required documentation, works collaboratively with the MT, and follows school's dress code. May participate in after- or before-school activities.	Arrives consistently early for each class or teacher meeting, comes fully prepared for the task at hand, responds to constructive feedback appropriately, communicates promptly and effectively with both MT and US, works collaboratively with the MT, participates in after- or before - school activities and professional development, submits documentation by required deadlines, and follows school's dress code.

To be completed by the Mentor teacher and University Supervisor <u>at MID-TERM and END of independent teaching</u> for each school placement.

Summary of Scores on Analytic Scoring Rubric for Evaluation of ESL Teacher Candidate

Please indicate **<u>consensus scores</u>** *between the Mentor teacher and University Supervisor on performance status of the Teacher candidate at mid- and end-of-semester.*

Name of Intern:_____School:_____Date_____

Scoring Category	Score *No half-points (e.g., 3.5) allowed*
1. Planning Instruction	
2. Managing & Implementing Instruction	
3. Classroom Management Skills	
4. Culture	
5. Classroom-Based Assessment	
6. Professionalism	
TOTAL SCORE	

Performance Status: ☐ **Satisfactory** ☐ **Unsatisfactory**

Teacher candidates need to *meet* or *exceed* each standard in order to receive a passing grade on the Internship.

18 points = Meets Standard **19 – 24 points = Exceeds Standard**

Comments: *Using the scores assigned for each area of the scoring rubric above, describe this ESL Teacher candidate's areas of strength and weakness and what he/she needs to work on for the remainder of the semester.*

Signatures

_____   _____   _____
Teacher Candidate   Mentor teacher   University Supervisor

_____Date

InTASC Scoring Rubric (common assessment)

College of Education and Human Development - George Mason University

Mid-Semester____   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 2 points during each semester and is completed jointly by the University Supervisor and 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 Internship 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.
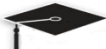
1-Does not meet standard: Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

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**
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. **VDOE 1**	Candidate displays little or no knowledge of the developmental characteristics of the age group.	Candidate displays partial knowledge of the broad developmental characteristics of the age group.	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.	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.	
1.2 The candidate designs and implements developmentally appropriate and challenging learning experiences that include the use of technology. **VDOE 2** **Technology** **Diversity**	Candidate lacks understanding how learners learn and does not seek information about developmentally appropriate learning experiences nor uses technology as an instructional tool.	Candidate recognizes the value of understanding how learners learn, but 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.	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.	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.	

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**
2.1 Candidate creates an environment that values individual differences and diverse cultures, and communities. **VDOE 1 Diversity**	The candidate's plans and practice display little understanding of the relevance of individual differences to learning. The candidate provides minimal information to families about individual learners, or the communication is inappropriate to the cultures of the families. Candidate does not respond, or responds insensitively, to family or community concerns about learners.	Candidate's plans and practice indicate some awareness of how to address individual differences to learning, although such knowledge may be inaccurate or incomplete. Candidate adheres to required school procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	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.	Candidate's plans and practice consistently exhibit a variety of ways to meet individual differences to learning. Candidate frequently provides information to families related to learner progress, with learners contributing to the design of the system. Response to family concerns is handled with professional and cultural sensitivity.	
2.2 Candidate ensures inclusive learning by addressing the needs of diverse learners. **VDOE 1 Diversity**	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
3.1 Candidate organizes and manages face-to-face and virtual environments that support individual and collaborative learning. **VDOE 5** **Technology** **College-and-Career-** **Ready**	There is little, if any, evidence of routines, procedures, or proactive actions to establish a climate for learning.	Candidate recognizes the value of a learner-centered classroom but the application of these tenets is not applied in all management situations.	The classroom is a learner-centered environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.	The classroom conveys a safe, positive, and inclusive environment that is learner-centered, supports individual and collaborative learning and meets the needs of both the group and individual learners.	
3.2 Candidate encourages positive social interaction, active engagement in learning, and self-motivation. **VDOE 5** **College-and-Career-** **Ready**	The classroom is a teacher-centered environment. Activities and assignments are inappropriate for learners' age or background. Learners are not engaged in learning.	The classroom is a teacher-centered environment. Candidate attempts to accommodate learners' questions or interests. Activities and assignments are appropriate to some learners and engage them mentally, but other learners are not engaged or self-motivated.	The classroom is a learner-centered environment. Candidate successfully accommodates learners' questions or interests. Activities and assignments are appropriate to learners, and learners are cognitively engaged in exploring content. Learners are self-motivated.	Candidate seizes every opportunity to enhance learning, building on learner interests or a spontaneous event. All learners are cognitively engaged in the activities and assignments in their exploration of content. Learners initiate or adapt activities and projects to enhance their understanding.	
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 *(NOTE: Tools of inquiry ad structures of the discipline are content specific strategies for instruction, e. g. manipulatives in math, inquiry in science, primary sources in social studies, and personal narrative to English.)* **VDOE 1**	In planning and practice, candidate makes content errors or does not correct errors made by learners. Candidate's plans and practice display little understanding of the tools of inquiry and structures of the discipline.	Candidate is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. Candidate's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Candidate displays solid knowledge of the important concepts in the discipline and how concepts relate to one another. Candidate's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Candidate displays extensive knowledge of the important concepts in the discipline and how concepts relate both to one another and to other disciplines. Candidate's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by learners to ensure understanding.	
4.2 Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery. **VDOE 3** **Diversity**	Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.	Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners. Candidate accepts responsibility for the success of learning but has only a limited repertoire of instructional strategies.	Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.	Candidate conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value. Learners demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.	

Performance	1 **Does Not Meet Standard**	2 **Approaching Standard**	3 **Meets Standard**	4 **Exceeds Standards**	**Evidence/Comments**
5.1 Candidate connects concepts and uses different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving. **VDOE 2** **College-and-Career-Ready**	Candidate does not connect concepts, address different perspectives or digital resources to engage learners in higher-level learning.	Candidate connect concepts, addresses different perspectives or digital resources to engage learners but at a basic level of learning and recall.	Candidate connects concepts and addresses different perspectives and digital resources to engage learners higher-level learning in <u>at least one of these higher –order skills:</u> critical thinking, creativity, and collaborative problem solving.	Candidate creates multi-disciplinary lessons and presents a range of multiple perspectives, including digital resources, to engage learners in critical thinking, creativity, <u>and</u> collaborative problem solving.	
5.2 Candidate plans rigorous, sequenced instruction related to authentic local and global issues. **VDOE 5** **Diversity** **College-and-Career-Ready**	Outcomes represent low expectations for learners and lack of rigor. Lesson plans do not reflect a sequence of learning and have no connection to authentic local and global issues.	Outcomes represent moderately high expectations and rigor. Some plans reflect important learning in the discipline and at least some connection to a sequence of learning but have little connection to authentic local and global issues.	Outcomes represent high expectations and rigor and important learning in the discipline. Plans exhibit a sequence of learning with connection to authentic local and global issues.	All outcomes represent high expectations and rigor and important learning in the discipline. Plans connect to a consistent sequence of learning both in the discipline and in related disciplines. Connection to authentic local and global issues is consistently found in lessons.	
Performance	1 **Does Not Meet Standard**	2 **Approaching Standard**	3 **Meets Standard**	4 **Exceeds Standards**	**Evidence/Comments**
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	Assessment procedures are not congruent with instructional outcomes.	Some instructional outcomes are assessed through the planned lesson, but many are not.	All instructional outcomes are assessed through multiple methods of assessment. Assessment methodologies monitor learner progress, and guide	The candidate's approach to assessment is fully aligned with the instructional outcomes for both content and process are assessed through multiple	

			teacher and learner decision making.	methods. Assessment methodologies have been <u>adapted for individual learners, and guide teacher and learner decision making.</u>	
VDOE 4 Technology **College-and-Career-** **Ready**					
6.2 Candidate uses formative assessment to monitor and adjust instruction and to guide the learner decision making. **VDOE 4**	Candidate does not incorporate formative assessment in the lesson or unit.	The candidate's approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes and does not involve the learner in decision making.	The candidate's approach to using formative assessment to monitor and adjust instruction and includes a process where the learner, as well as teacher, uses information from the assessments.	Candidate has a well-<u>developed formative assessment plan that uses data to monitor and adjust instruction.</u> 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, content areas, curriculum, cross-disciplinary skills, and pedagogy. *(NOTE: Planning must include evidence of use of Virginia's Standards of Learning and College- and Career-Ready standards, and technology)*	Outcomes represent low expectations for learners and lack of rigor. Lesson plans do not reflect important learning in the discipline or a connection to a sequence of learning or effective pedagogy.	Outcomes represent limited levels of expectations and rigor. Some plans reflect important learning in the discipline and at least some connection to a sequence of learning drawing upon knowledge of several of the following areas: digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, but the application is ineffective at increasing learning.	Outcomes represent high expectations and rigor and important learning in the discipline. Plans exhibit a sequence of learning with strong connections to digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. Instruction is effective at increasing learning.	All outcomes represent high expectations and rigor and important learning across disciplines. Plans connect to a consistent sequence of learning. There is a strong connection to digital-age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. Instruction is effective at increasing learning for all learners.	

VDOE 2 **Technology** **College-and-Career-** **Ready**					
7.2 Candidate effectively plans instruction based on knowledge of learners and the community context. **VDOE 2** **Diversity**	Candidate lessons do not reflect an understanding of learners, how they learn, and the context of the community.	Candidate lessons reflect a basic understanding of the learners, how they learn, and the context of the community, but the lesson addresses only a limited knowledge of specific learners and their community.	Candidate lessons reflect an understanding of their learners, how they learn, and the context of the specific communities represented in the classroom.	Candidate lessons reflect a deep understanding of their learners, how they learn, and the context of the specific communities represented in the classroom. Lessons are tailored to represent the context and needs of learners and their communities.	
Performance	**1** **Does Not Meet Standard**	**2** **Approaching Standard**	**3** **Meets Standard**	**4** **Exceeds Standards**	**Evidence/Comments**
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. **VDOE 3**	Candidate displays little or no understanding of the range of pedagogical approaches suitable to address the specific learning needs related to the content.	Candidate uses a limited range of instructional strategies or pedagogical approaches that are not suitable to the discipline or to the learners.	Candidate applies a wide range of effective pedagogical approaches in the discipline that encourage learners to develop deep understanding of content areas and their connections.	Candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. Candidate encourages learners to develop deep understanding of content areas and anticipate learner misconceptions.	

8. 2 Candidate builds skills to apply knowledge in contemporary meaningful ways. *(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.)* **VDOE 3** **Technology** **College-and-Career-** **Ready**	Candidate does not apply pedagogical content knowledge in contemporary or meaningful ways.	Candidate uses knowledge of instruction in ways that are outdated or ineffective.	Candidate applies knowledge of appropriate content instruction in contemporary meaningful ways.	Candidate uses contemporary knowledge of appropriate instruction across a range of content areas to make learning meaningful.	

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
9.1 Candidate engages in ongoing professional learning. **VDOE 6**	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.	

	1	2	3	4	
9.2 Candidate uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community). **VDOE 6** **Diversity**	Candidate has no suggestions for how a lesson could be improved if taught again.	Candidate makes general suggestions about how a lesson could be improved but does not address how their choices and actions affect others.	The candidate evaluates his/her practice and identifies revisions to the lesson for future use. Evaluation includes reflecting upon how the learners, families, other professionals, and the community affect teacher choices and actions.	The candidate evaluates his/her practice and identifies specific revisions to the lesson for future use. Evaluation draws upon an extensive repertoire of skills. The candidate offers specific alternative actions that include the probable success of different courses of action and how the actions affect learners, families, other professionals, and the community.	
9.3 Candidate adapts practice to meet the needs of each learner in an ethical and responsible manner. **VDOE 6**	Candidate is not honest in interactions with colleagues, learners, and the public.	Candidate is honest in interactions with colleagues, and classroom instruction.	Candidate displays high standards of honesty, integrity, and confidentiality in instructional planning and interactions with colleagues, learners, and the public.	Candidate consistently exhibits the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues to uphold ethical practices.	

InTASC 10. Leadership and Collaboration
The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.

Performance	1 Does Not Meet Standard	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards	Evidence/Comments
10.1 Candidates seeks appropriate leadership roles and opportunities to take responsibility for learning. **VDOE 6**	Candidate engages in no professional development activities to enhance knowledge or skill.	Candidate participates in leadership activities to a limited extent when they are convenient. Instructional leadership may or may not be focused on learning.	Candidate accepts leadership roles that enhance learning and focus on meeting learner needs.	Candidate seeks out opportunities for leadership roles that enhance content knowledge and pedagogical skill and focus on meeting learning needs.	

10. 2 Candidate collaborates with learners, families, colleagues, other school professionals, and community members (using digital tools and resources) to ensure learner growth and to advance the profession. **VDOE 6** **Technology** **Diversity** **College-and-Career-** **Ready**	Candidate's relationships with colleagues, families, school professionals and the learner are negative or self-serving.	Candidate maintains relationships with colleagues and the community to fulfill responsibilities required by the school or district.	The candidate uses digital tools and resources to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.	The candidate takes initiative and collaborates with learners, families, colleagues, other school professionals, and the community. Candidate takes leadership among faculty to support the use of digital tools and resources to ensure learner growth and to advance the profession.	
Comments/Goals:					

TECHNOLOGY STANDARDS

Virginia's Department of Education (VDOE) has identified technology standards for instructional personnel. Virginia teachers take on four roles related to the effective use of appropriate technologies. The following roles are assessed below.
- Lifelong Learner
- Digital Leadership
- Learning Facilitator
- Skilled Technology User

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

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

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

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

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 <u>available technologies</u> 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
1. 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 was not well aligned nor related to content, pedagogy and technology.	The candidate attended or pursued professional learning only when required. When the candidate engaged in professional learning, the selection of learning experiences was related to content or pedagogy and/or technology including a minimal use of digital tools.	The candidate planned for purposeful professional learning that fill learning gaps related to classroom-specific content and explored innovative pedagogy and technology This included organized, division-sponsored professional development opportunities, university workshops, and through informal learning opportunities at the placement school and used digital tools to collaborate with a global learning community.	The candidate <u>sought out purposeful professional learning</u> that filled specific learning gaps related to classroom content and explored innovative pedagogy and technology. This included organized, division-sponsored professional development opportunities, university workshops, through informal learning opportunities at the placement school and used digital tools to collaborate with a global learning	

				community on educational topics and learning opportunities.	
2. The candidate used <u>digital tools to obtain feedback and to collaborate</u> in ways that allows for reflection on educational topics to improve teaching and learning.	The candidate did not reflect on feedback to improve teaching and learning, nor collaborated on educational topics to improve teaching and learning.	The candidates may or may not have reflected on feedback. There was little evidence of collaboration on educational topics to improve teaching and learning.	The candidate reflected on feedback and collaborated on educational topics to improve teaching and learning.	The candidate used <u>reflection-in-action to reflect on feedback</u> and strategically worked to improve teaching and learning.	
3. The candidate promoted safe and ethical behavior with students through collaborative online experiences, including the development of an understanding of the rights and obligations of student privacy and security when collecting and using student data and selecting digital content, tools, and resources.	The candidate did not take purposeful actions to promote safe and ethical behavior with students through collaborative online experiences.	The candidate took actions to promote safe and ethical behavior with students through collaborative experiences, but actions were not consistently observed.	The candidate promoted safe and ethical behavior with students through collaborative online experiences.	The candidate promoted <u>safe and ethical behavior with students</u> through collaborative online experiences.	
4. The candidate <u>modeled the use of technology</u> to communicate, created appropriate digital content, (including tools and resources that meet local, state and/or federal policies), collaborated and solved problems.	The candidate did not use available technology to make responsible instructional decisions— grounded in knowledge of digital safety and security best	The candidate occasionally used available technology to make responsible instructional decisions— grounded in	The candidate used available technology to make responsible instructional decisions— grounded in knowledge of digital safety and security best	The candidate effectively used available and appropriate technology, as well as additional technology identified to assist in making purposeful	

	practices. The candidate did not effectively use digital communication and collaboration tools and resources.	knowledge of digital safety and security best practices—that pertain to various digital communication and collaboration tools and methods. The technology used was often ineffective or not well aligned to digital safety and security best practices.	practices—that pertain to various digital communication and collaboration tools and methods. The available technology used was effective or well aligned to digital safety and security best practices.	instructional decisions about digital safety and security best practices. The candidate consistently used digital communication and collaboration tools and methods in his/her own classroom. Technology used was effective and well-aligned to digital safety and security best practices.	
5. The candidate cultivated and managed his/her 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) providing evidence he/she was unaware of the *permanence of his/her actions in the digital world.*	The candidate made instructional decisions providing evidence he/she was unaware of the *permanence of his/her actions in the digital world.*	The candidate made appropriate personal and instructional decisions providing evidence he/she was clearly aware of the *permanence of his/her actions in the digital world.*	The candidate made appropriate personal and instructional decisions providing evidence he/she was clearly aware of the *permanence of his/her actions in the digital world. The candidate provided specific instruction and models for students regarding the permanence of the students' actions in the digital world.*	

VDOE 3 Learning Facilitator

Candidates support student learning by harnessing the power of technology.

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

6. 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, communication, and presentation within the curriculum.	The candidate occasionally used available technology for thinking skills, problem solving, or decision-making. .	The candidate used available technology as a tool for thinking skills, problem solving, and/or decision-making.	The candidate consistently and purposefully used effective and appropriate technology as a tool for thinking skills, problem solving, and decision-making.	
7. 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.	
8. 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	The candidate used few or ineffective formative and /or summative assessments both	The candidate used formative or summative assessments assessed and used quantitative or	The candidate used both formative and summative assessment, using technology occasionally to	The candidate used a variety of effective formative and summative assessments, using technology	

		qualitative data to meet the needs of students and stakeholders	provide feedback, and gathered both quantitative and qualitative data to meet the needs of students and stakeholders	regularly to provide feedback, both quantitative and qualitative data techniques, to meet specific needs of a range of students and stakeholders.	
students including competency-based approaches.					
9. The candidate demonstrated the ability to choose and use digital technologies including both hardware, software and web-based resources to support classroom instruction, including basic computing operations such as accessing accounts, select appropriate applications to perform tasks, file management and web navigation.	The candidate did not use technology to support instruction.	The candidate used limited or archaic technologies to support instruction.	The candidate used effective, appropriate, and contemporary technologies to support instruction.	The candidate systematically, used effective, appropriate, and contemporary technologies to support instruction.	
10. The candidate demonstrated the ability to troubleshoot typical classroom technologies.	The candidate had poor technology knowledge and skills and could not perform basic computing operations or troubleshoot classroom technology issues.	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.	The candidate applied technology knowledge and skills and could easily perform basic computing operations and troubleshoot classroom technology issues.	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.	

Signatures below indicate participation in the assessment process:

SIGNATURES

_____   _____   _____

Candidate   **Date**   **Mentor Teacher**   **Date**   **University Supervisor**   **Date**

Assessment of DISPOSITIONS - Rating Scale

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

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

Comments:

_____

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_____

_____

_____

_____

Certification Form <u>for On-the-Job</u> ESL Teacher Candidates
Required Observation of ESL Teacher(s) at Elementary or Secondary School

Semester/Year _____

Name of ESL On-the-Job Intern _____

Name of School and Level (e.g., Stuart High School) where Intern is assigned/working

_____

Name of ESL Teacher being observed_____

Name of School and Level being observed (e.g., Brown Elem. Schl.)
_____

Dates and Times Observed (for a total of 20 hours)

Date	Time

Signatures

_____   _____

ESL Teacher Intern   Date

_____   _____

ESL Teacher being Observed   Date

_____   _____

Principal for ESL Teacher being observed   Date

For information, please contact Dr. L. V. Pierce at (703) 993-2050 or LPIERCE@gmu.edu

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/undergraduate#profdisp

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/ http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must silence all sound emitting devices 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/ **.**