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

Teaching Culturally & Linguistically Diverse & Exceptional Learners Program

EDCI 792 6F1
CRN: 82113
Internship in Education: PK-6 International Elementary Education
6 Credits, Fall 2019
Online

Fieldwork Coordinator: Amanda Jenkins
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Meeting Dates: August 26 – December 8
Meeting Time: online
Meeting Location: online

UNIVERSITY CATALOG COURSE DESCRIPTION:

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

PREREQUISITES:

Required Prerequisites: EDRD 515, EDUC 511, EDUC 512, EDUC 513, EDUC 514, EDUC 516, and EDUC 520
Completion of all licensure tests and endorsement requirements.

Eligibility for student teaching requires:

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

COURSE DELIVERY METHOD:

This course will be delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu or gmu.edu) and email password. The course site will be available on August 19, 2019.

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

LENGTH OF STUDENT TEACHING:

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

FORMAT FOR STUDENT TEACHING:

All students are placed in an accredited P-12 school for the duration of student teaching. Students should obtain a placement from the TCLDEL Field Coordinator well in advance of beginning student teaching. Students in the Elementary program spend half of the semester at the lower elementary level (grades K-3) and half at the upper elementary level (grades 4-6). This means there is a seven-week placement for each grade and a week transition/preparation in between placements. Other Elementary teacher candidates are in on the job (OTJ) placements and spend the entire 14-week placement in one school. Depending on the level where OTJ students are working, they will

be required to complete fieldwork hours at the alternative level. More details will be provided about the fieldwork later in the syllabus.

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

EXPECTATIONS FOR PARTICIPATION:

This online course is **not self-paced.** You will be expected to complete one module every week. Completing a module involves reading, participating in discussions with the whole class, and completing any accompanying assignments associated with that module. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

- **Course Week:** This course is asynchronous: Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on **Mondays**, and **finish** on **Sundays**. **Please note: This may deviate from your school's week depending where you are.**
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be **3** times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

TECHNICAL REQUIREMENTS:

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: http://get.adobe.com/reader/
  - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
  - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool
- Access to a scanner to scan and upload documents to Blackboard.

LEARNER OUTCOMES: Based upon Interstate New Teacher Assessment and Support Consortium (INTASC) standards, this course will enable students to:

- Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches and create learning experiences that make these aspects of subject matter meaningful for students (Standard 1).
- Understand how children learn and develop and provide learning opportunities that support children's intellectual, social, and personal development (Standard 2).
- Understand how students differ in their approaches to learning and create instructional opportunities adapted to diverse learners (Standard 3).
- Understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills (Standard 4).

- Use understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation (Standard 5).
- Use knowledge of effective verbal, nonverbal, and media communication techniques (including computers and other appropriate technology for a school setting) to foster active inquiry, collaboration, and supportive interaction in the classroom (Standard 6).
- Plan instruction based on knowledge of subject matter, students, the community, and curriculum goals (Standard 7).
- Understand and use formal and informal assessment strategies to evaluate and ensure the intellectual, social, and physical development of the learner (Standard 8).
- Be a reflective practitioner who continually evaluates the effects of his or her own choices and actions on others and actively seeks out opportunities to grow professionally (Standard 9).
- Foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being (Standard 10).
- Understand the teacher's responsibility to fulfill the legal requirements for recognizing, reporting, and responding to child abuse and neglect (Code of Virginia 22.1-298).

PROFESSIONAL STANDARDS: ACEI Standards, InTASC (Interstate Teacher Assessment and Support Consortium) Standards and CAEP (Council for the Accreditation of Educator Preparation) Standards

Teacher candidates are expected to demonstrate their acquisition and ability to apply the following ACEI Standards for Elementary Candidates.

ACEI Standards
1.0 Development, Learning and Motivation
2.0 Curriculum Standards
3.0 Instruction Standards
4.0 Assessment Standards
5.0 Professional Standards

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

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

GRADING POLICY

The Graduate School of Education has approved the following grading policy for EDCI 792.

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

2. The mentor teacher(s) and the university supervisor shall determine the interim and final grades jointly after consultation. If they cannot agree, the Director of Student and Faculty Services will determine the grade based on a review of the documentation and, in some cases, observation of

the teacher candidate's performance.

3. A graduate teacher candidate who receives a No Credit grade will not be recommended for teacher licensure unless he/she repeats all or part of the experience with satisfactory performance. (This may require enrolling and paying tuition for additional credit hours in a subsequent semester or paying a fee for extended supervision.) Permission for repeating the student teaching experience must be applied for and granted by the university.

4. Any teacher candidate whose performance cannot be evaluated at the end of the grading period will receive a grade of IP (In Progress). An IP grade shall be changed to Satisfactory or No Credit for graduate students upon completion of requirements - usually before the beginning of the next semester.

5. In some cases, a grade of No Credit may be accompanied by a recommendation that the student not be allowed to repeat the student teaching experience. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.

Tk20 Performance-Based Assessment Submission Requirement:
Every student registered for any TCLDEL course with a required performance-based assessment is required to submit the following assessments: InTASC Common Internship Evaluation, the Observer Disposition, and the EDCI 792 Internship Evaluation to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to a NC nine weeks into the following semester.

HONOR CODE & INTEGRITY OF WORK

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (https://catalog.gmu.edu/policies/honor-code-system/). The principle of academic integrity is taken very seriously and violations are treated as such.
Violations of the Honor Code include:

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

LATE WORK POLICY

At the graduate level, all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation)

that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. ***It is up to the discretion of the instructor to approve late/makeup work.***

INCOMPLETE (IN):

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

COURSE WITHDRAWAL WITH DEAN APPROVAL:

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

PROFESSIONAL DISPOSITIONS:

Students are expected to exhibit professional behaviors and dispositions at all times.
See https://cehd.gmu.edu/students/polices-procedures/undergraduate#profdisp

CORE VALUES COMMITMENT:

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

NETIQUETTE:

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

- Do not use offensive language.
- Never make fun of someone's ability to read or write.
- Keep an "open-mind" and be willing to express even your minority opinion.
- Think before you push the "Send" button.

• Do not hesitate to ask for feedback.
• When in doubt, always check with your instructor for clarification
• Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.

GMU E-MAIL AND WEB POLICY:

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

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

STANRDARD 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/).

- 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/mentor teacher.

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/ **.**

COURSE SCHEDULE

Key:
Blue = Blog topic to be completed by all students

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

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

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

Purple = Important notes for everyone

Weekly Schedule	Assignment
WEEK 1 August 26 – September 1	Blog Topic 1: Introduce yourself, let everyone know whether you are a traditional student teacher or an OTJ candidate, and describe your classroom, school, and students. Please also let everyone know the grades you are/will be teaching. Review syllabus and deadlines with cooperating teacher. • Submit Student Placement and Information Sheet (on Bb)
WEEK 2 September 2 - September 8	• Submit first Bi-Weekly Progress Report (Form ST-2 in Teacher Candidate Manual)
WEEK 3 September 9 - September 15	• Submit first Log of Hours (Form ST-1)
WEEK 4 September 16 - September 22	• Submit second Bi-Weekly Progress Report (Form ST-2) • **Submit InTASC Internship Evaluation Form – Midterm (Use Appendix CEHD)**
WEEK 5 September 23 - September 29	• **Submit first set of video clips and reflections** • **Submit Teacher Evaluation Form – Observation 1 (Use Appendix ELEMENTARY)**
WEEK 6 September 30 - October 6	• Submit third Bi-weekly Report (Form ST-2)
WEEK 7 October 7	• **Submit second set of video clips and reflections** • **Submit Teacher Evaluation Form – Observation 2**

- October 13	**(Appendix ELEMENTARY)** • **Complete evaluation from Educator Preparation Office (Information will be provided by professor.)** • **Submit On-Site Supervisor's Evaluation of Student Teaching Process to Mandy (Appendix OS-1)** • **Submit first set of video clips and reflections** • **Submit Teacher Evaluation Form – Observation 1 (Use Appendix ELEMENTARY)**
WEEK 8 October 14 - October 20	• Submit second Log of Hours (Form ST-1) • **Submit InTASC Internship Evaluation Form – Final (Appendix CEHD)** • **Submit Summary of Placement, Supervisors, Hours, and Final Grade (Appendix MT-2)**
WEEK 9 October 21 - October 27	Blog Topic 2: How have you grown as a teacher so far in these 8 weeks? • **Submit InTASC Internship Evaluation Form – Midterm (Appendix CEHD)** • **Review syllabus and deadlines with cooperating teacher.**
WEEK 10 October 28 - November 3	• Submit fourth Bi-Weekly Progress Report (Form ST-2).
WEEK 11 November 4 - November 10	• **Submit third set of video clips and reflections** • **Submit Teacher Evaluation Form – Observation 3 (Appendix ELEMENTARY)**
WEEK 12 November 11 - November 17	• Submit fifth Bi-Weekly Progress Report (Form ST-2) • Submit third Log of Hours (Form ST-1) • **Submit InTASC Internship Evaluation Form – Midterm (Appendix CEHD)**
WEEK 13 November 18 - November 24	Blog Topic 3: Discuss what you know now that you wish you would have known at the beginning of your student teaching or internship experience. What would you have done differently?
WEEK 14 November 25 - December 1	• Submit sixth Bi-Weekly Progress Report (Form ST-2) • Submit On-Site Supervisor's Evaluation of Student Teaching Process **to Mandy** (Appendix OS-1)

	• **Submit fourth set of video clips and reflections** • **Submit Teacher Evaluation Form – Observation 4 (Appendix ELEMENTARY)** • **Complete evaluation from Educator Preparation Office for second placement (information will be provided by professor.)** • **Submit second set of video clips and reflections** • **Submit Teacher Evaluation Form – Observation 2 (Appendix ELEMENTARY)** • **Submit Fieldwork Observations at Alternative Level (on Bb)**
WEEK 15 December 2 - December 8	Blog Topic 4: What are you most looking forward to as you complete your student teaching experience and prepare to start teaching in a classroom of your own? If you are already in a position, what are your goals for moving forward? • Submit fourth Log of Hours (Form ST-1) • Submit InTASC Internship Evaluation Form – Final (Appendix CEHD) • Submit Summary of Placement, Supervisors, Hours, and Final Grade (Appendix MT-2) • Submit Common InTASC Internship Evaluation to Tk20 (Use InTASC Internship Evaluation Form – Final) • Submit EDCI 792 TCLDEL ELEMENTARY Internship Evaluation to Tk20 (Use Final Observation) • Submit Disposition Assessment to Tk20 (Appendix MT-3)

DETAILED ASSIGNMENT INFORMATION

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

1. **Student Placement and Information Sheet**

Each student will provide the professor with information concerning their placements or internships and mentor teacher(s) at the beginning of the semester. This will provide the professor with the correct contact information for all mentor teachers, on-site supervisors, and school placements. This information is extremely important as it will be necessary for the professor to be in contact with the mentor teacher and/or the on-site supervisor throughout the semester. This assignment is due in Blackboard on **September 1**.

2. **Blog**

Students will interact with other teacher candidates and the instructor through a blog on Blackboard. Each student will be required to submit four blogs throughout the semester. This is meant to be a short, two-paragraph update on the teaching experience. Each blog will have a specific theme. **Blogs will be due on September 1, October 27, November 24, and December 8.**

3. **Daily Lesson Plans**

No instruction should occur without an approved lesson plan. The teacher candidate must provide daily lesson plans for review by the cooperating teacher. The format may be mutually determined by the teacher candidate and the cooperating teacher but should include the elements shown in Appendices RM-3 and RM-4 of the Student Teaching Handbook. Lesson plans should also be kept in the journal to be viewed throughout the semester as a means of conducting evaluations by the cooperating teacher and on-site supervisor. **Due daily to your mentor teacher throughout the semester. Lesson plans are not handed in to the instructor of EDCI 792.**

4. **Hours Logs**

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

Hours logs are due on **September 15, October 20, November 17, and December 8**.

5. **Bi-Weekly Progress Reports**

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

Biweekly progress reports are due on **September 8, September 22, October 6, November 3, November 17, and December 1.**

6. Formal Observations

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

Observations are due on **September 29, October 13, November 10, and December 1.**

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

Observations are due on **October 13** and **December 1** for on-the-job candidates.

7. Classroom Videos and Reflections

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

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

Classroom videos and reflections are due on **September 29, October 13, November 10, and December 1.**

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

the video segment is described, and the episode is reflected upon. The reflection should include the following: what is happening in the clip, why the clip was chosen, what this clip represents in your teaching, things you notice about your teaching from the clip, and what strengths and weaknesses you might have observed in yourself from the clip. The four clips (NOT THE ENTIRE VIDEO) not the entire video) should be uploaded into Blackboard according to the due date.

Classroom videos and reflections for on-the-job teacher candidates are due on **October 13** and **December 1**.

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

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

The Summary of Placement, Supervisors, Hours, and Final Grade form is due from candidates with two placements on **October 20** and **December 8**.

The Summary of Placement, Supervisors, Hours, and Final Grade form is due from on-the-job teacher candidates on **December 8**.

9. InTASC Internship Evaluation Form (ELEM)

Teacher candidates will need to submit this twice during their placements – once halfway through and again at the end. The mentor teacher should be filling this form out. This form is also being used for the Common InTASC Internship Evaluation. Students should use the Appendix CEHD Form.

The InTASC Internship Evaluation Form is due from candidates with two placements on **September 22, October 20, November 17, and December 8**. The InTASC Internship Evaluation Form is due from on-the-job candidates (OTJ) on **October 27** and **December 8**.

10. Fieldwork Observation Form

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

The fieldwork observation form is due on **December 1.**

11. InTASC Common Internship Evaluation (Tk20)

For EDCI 792, there are three assignments you will need to complete for Tk20 – the InTASC Common Internship Evaluation, the TCLDL Observer Disposition, and the EDCI 792 ELEM Internship Evaluation (please see below).

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

For the InTASC Common Internship Evaluation, there is no additional work for you to complete but you do need to upload your final InTASC Internship Evaluation Form under the Assessment tab in Blackboard. This assignment is due on **December 8**. Additional information will be provided in Blackboard.

12. TCLDL Observer Disposition (Tk20)

This assessment is done cooperatively by your mentor teacher. The form is provided in the Teacher Candidate Handbook (Appendix MT-3) and evaluates the dispositions of the College of Education and Human Development. This assignment is due on **December 8**.

13. EDCI 792 ELEM Internship Evaluation (Tk20)

This assessment is also related to the College of Education and Human Development and their use of Tk20. Students will need to upload their final observation under the Assessment tab in Blackboard. This assignment is due on **December 8**. Additional information will be provided in Blackboard.

For traditional student teaching candidates, this is Observation 4 and for OTJ candidates, this is Observation 2.

APPENDIX

PLACEMENT PAPERWORK

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

FORMS FOR TEACHER CANDIDATES

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

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

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

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

FORMS FOR MENTOR TEACHERS

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

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

Appendix MT – 2: Summary of Placement, Supervisors, Hours, and Final Grade *(For Mentor Teachers to Use)*

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

Appendix MT – 3: Dispositions Assessment *(For Mentor Teachers to Use)*

The mentor teacher should complete the dispositions evaluation of the student at the end of the semester. The form will then be scanned and uploaded into Tk20 by the student.

FORMS FOR ON-SITE SUPERVISORS

Appendix OS – 1: On-Site Supervisor's Evaluation of Student Teaching Process *(For On-Site Supervisors to Use)*

The on-site supervisor should complete the evaluation of the student teaching process at the end of the placement. This form will be emailed directly to Amanda Jenkins, **ajenki4@gmu.edu**, and not submitted to Blackboard.

FORMAL OBSERVATION FORMS FOR MENTOR AND ON-SITE SUPERVISORS

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

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

Appendix CEHD: InTASC Internship Evaluation Form *(For Mentor Teachers to Use)*

This evaluation assesses pedagogical and technology standards. The rubric also allows for the evaluator to provide evidence and detail for descriptors. The form is scanned and uploaded into Blackboard by the student, but the final assessment is also uploaded into Tk20. In Tk20, this form is called the Common InTASC Internship Evaluation.

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** 	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	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	

Diversity 			whole and individual learner.	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	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.	

	concerns about learners.				
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-**	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.	

Career- Ready 					
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***	In planning and practice, candidate makes content errors or does not correct errors made by learners. Candidate's plans and practice display	Candidate is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts	Candidate displays solid knowledge of the important concepts in the discipline and how concepts relate to one another.	Candidate displays extensive knowledge of the important concepts in the discipline and how concepts relate both to one another	

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**	little understanding of the tools of inquiry and structures of the discipline.	relate to one another. Candidate's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Candidate's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	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** 	The candidate conveys a negative attitude toward the content or does not make the content meaningful for learners.	The candidate accepts responsibility for content mastery but uses only a limited repertoire of content-specific instructional strategies.	The candidate creates meaningful learning experiences, accepts responsibility for the success of all learners, and makes content accessible for learners to ensure content mastery.	The candidate creates authentic learning experiences that make content accessible and meaningful for all learners to ensure content mastery. Learners demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.	
InTASC 5. Content Application The candidate understands how to connect central concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.					
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 connects 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.	
INSTRUCTIONAL PRACTICES					
InTASC 6: Assessment					

The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, tom onitor learner progress, and to guide teacher and learner decision making.					
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 learner decision making. **VDOE 4** **Technology**  **College-and-Career-Ready** 	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 teacher and learner decision making.	The candidate's approach to assessment is fully aligned with the instructional outcomes for both content and process are assessed through multiple methods. Assessment methodologies have been adapted for individual learners, and guide teacher and learner decision making.	
6.2 Candidate uses formative 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-developed formative assessment plan that uses data to monitor and adjust instruction. The Teacher Candidate has designed particular approaches to be used and actively involved the learner in decision making.	
InTASC 7: Planning for Instruction					

The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills and pedagogy, as well as knowledge of learners and the community context.					
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)*** **VDOE 2** **Technology**  **College-and-Career-Ready** 	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.	

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.	
InTASC 8: Instructional Strategies The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in contemporary meaningful ways.					
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**	**2**	**3**	**4**	**Evidence/Comments**

	Does Not Meet Standard	Approaching Standard	Meets Standard	Exceeds Standards	
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.	
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 Candidate 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** 	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.	

College-and-Career-Ready 					
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.

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

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

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

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

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

Directions for Review

A 3-way conference that includes the candidate, the mentor, and university supervisor will be part of the evaluation and documentation of the candidate's mastery of the technology standards. Many of the standards are easily observed during the internship, others standards can be evaluated through discussion and presentation of evidence at the conference. It is suggested that candidates complete the evaluation, with written evidence, prior to the conference in preparation for evaluation and rating by the assessor.

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

VDOE 1 Lifelong Learner

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

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

VDOE Performance Standards	**1 Does Not Meet Standard**	**2 Approaching Standard**	**3 Meets Standard**	**4 Exceeds Standards**	**Evidence/Comments** *Candidates provide evidence on meeting the standards prior to final evaluation conference.*
1. Candidate engaged in ongoing professional growth related to the use of innovative instructional strategies that integrate digital technologies. (**Suggested evidence** for documenting the identification of candidate's effort at professional learning to improve instruction using digital technologies includes: workshops, webinars, web searches to improve technology integration with content knowledge for a unit/lesson, one-to-one coaching with technology specialists or peers AND how the new knowledge was used to improve instruction.)	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 candidates 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	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 or informal professional development opportunities, that resulted in the use of digital	The candidate sought out purposeful professional learning that filled specific learning gaps related to classroom content and explored innovative pedagogy and technology. This included organized, division-sponsored professional development opportunities, university workshops, through informal learning opportunities at the placement school and used digital tools to collaborate with a global learning	

		minimal use of digital tools.	tools to collaborate improve instruction.	community on educational topics and learning opportunities.	
2. The candidate used digital tools to obtain feedback and to collaborate in ways that allow for reflection on educational topics to improve teaching and learning. (**Suggested evidence** for documenting the use of digital tools for feedback, collaboration, and reflection to improve teaching and learning includes: examples of evaluation feedback using video reflection tools, online evaluation discussions with university supervisor or mentor teacher, lesson feedback from instructors, mentor, supervisors, and/or mentors.)	The candidate did not use digital technology to reflect on feedback to improve teaching and learning, nor to collaborate on educational topics to improve teaching and learning.	The candidate may or may not have used digital technology to reflect on feedback. Evidence may or may not have included collaboration on educational topics to improve teaching and learning.	The candidate used digital technology to reflect on feedback and collaborated on educational topics to improve teaching and learning.	The candidate used digital technologies to reflect-in-action related to feedback and collaborated to strategically improve teaching and learning.	

VDOE 2 Digital Leadership

Candidates model safe and ethical practices for their students.

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

VDOE Performance Standards	1	2 Approaching	3 Meets	4 Exceeds	Evidence/Comments

	Does Not Meet Standard	Standard	Standard	Standards	*Candidates provide evidence on meeting the standards prior to final evaluation conference.*
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. (**Suggested evidence** for the identification of candidate's promotion of safe and ethical behavior with students includes: examples of lessons on safe and ethical behaviors (cyberbullying, internet safety, etc.), completion of safe technology use training, example of ways candidate protects privacy and security of student information and data during the internship (photo releases, changing names in online posts.)	The candidate did not take purposeful actions to promote safe and ethical behavior with students through collaborative online experiences. The candidate did not effectively use digital communication and collaboration tools and resources.	The candidate took actions to promote safe and ethical behavior with students through collaborative experiences, but actions were not consistently observed. The technology used was often ineffective or not well aligned to digital safety and security best practices.	The candidate taught safe and ethical behavior to students through collaborative online experiences. The candidate applies strategies to protect the rights and obligations of student privacy and security when collecting and using student data and selecting digital content, tools, and resources.	The candidate taught safe and ethical behavior to students through collaborative online experiences. The candidate consistently applies strategies to protect the rights and obligations of student privacy and security when collecting and using student data and selecting a variety of digital content, tools, and resources in all technology tasks.	

4. The candidate modeled the use of technology to communicate, created appropriate digital content, (including tools and resources that meet local, state and/or federal policies), collaborated, and solved problems. (**Suggested evidence** for the identification of candidate's use of technology to communicate, create appropriate digital content, collaborated, and solve problems includes: the use of virtual field trips, blogs, teaching students to use digital tools to support content mastery (web sites, online educational gaming and assessments, technology enhanced student presentations, access to outside experts using email/video conferencing, etc.)	The candidate did not use available technology to communicate, create appropriate digital content, (including tools and resources that meet local, state and/or federal policies). There is no evidence of collaboration or problem solving.	The candidate occasionally used available technology to make responsible instructional decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication and collaboration tools and methods.	The candidate used available technology to make responsible instructional decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication and collaboration tools and methods.	The candidate effectively used available and appropriate technology, as well as additional technology to make purposeful instructional decisions. The candidate consistently used digital communication and collaboration tools and methods in their own classroom to enhance student learning.	
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) that were evidence he/she was unaware of the permanence	The candidate made personal and instructional decisions that were evidence he/she was unaware of the	The candidate made appropriate personal and instructional decisions that were evidence he/she was	The candidate made appropriate personal and instructional decisions that were evidence he/she was clearly aware of the permanence of his/her actions in the digital	

(**Suggested evidence** of a candidate's awareness of his/her digital identity and reputation, and the permanence of his/her actions in the digital world includes: a candidate's reflection of how he/she handle the digital identity and reputation, including the permanence of his/her actions, examples of lessons or activities about appropriate online behaviors to their students, etc.)	of his/her actions in the digital world.	permanence of his/her actions in the digital world.	clearly aware of the permanence of his/her actions in the digital world.	world. The candidate extends instruction and models for students 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. (**Suggested evidence** of a candidate's ability to assist students in selecting appropriate tools includes: lesson plans, learning stations, simulations, and/or examples of student work on problem-solving	The candidate did not teach students to use available digital tools to enhance thinking skills, problem solving, and decision-making, communication, and presentation within the curriculum.	The candidate occasionally taught students to use available digital tools to enhance thinking skills, problem solving, decision making, and communication skills.	The candidate assisted students in selecting and using appropriate and available digital tools for learning, creating, problem solving, and communicating.	The candidate consistently and purposefully taught student to use effective and appropriate digital tools to enhance high-order thinking skills, authentic problem solving, decision making and communicating.	

activities, and communication activities that include written, oral, or presentation skills.)					
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. (**Suggested evidence** of a candidate's ability to use technology tools and learning/assessment strategies to communicate findings to stakeholders includes: lesson plans that integrate technology to make accommodations to meet student needs, evidence of data collection and review that uses technology, emails, virtual meetings that communicate data findings to stakeholders, assessment tasks/assignments that use technology to communicate results, etc.)	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 used available technology as a tool for instruction but did not adapt instruction to meet the needs of learners. The candidate did not provide opportunities for learners to use available and appropriate technologies based to meet learner needs.	The candidate used available data to purposefully use available and appropriate technology to adapt instruction to meet the needs the learners, including engendering student choice, self-direction and goal setting and communicated student needs to various stakeholders.	The candidate took the initiative to seek out additional appropriate technology to adapt instruction to meet the needs of all learners, including engendering student choice, self-direction and goal setting. The candidate effectively and consistently communicated student needs to various stakeholders.	

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 students including competency-based approaches. (**Suggested evidence** of a candidate's ability to use a variety of technology-powered formative and summative assessments to provide immediate feedback and inform instruction that meets student needs includes: assessment projects that use technology, homework/ assessment feedback given in electronic form, use technology to evaluate learner success, and plan options for learning based upon assessment data, alternative learning paths are identified and lessons designed based upon data, etc.)	The candidate did not use formative and summative assessments, to meet the needs of students and stakeholders.	The candidate used formative or summative assessments and used quantitative or qualitative data to meet the needs of students and stakeholders.	The candidate used both formative and summative assessments gathered both quantitative and qualitative data to meet the needs of students and stakeholders. Technology-assisted feedback was provided and alternative learning paths identified to meet the needs of specific learners.	The candidate used a variety of effective formative and summative assessments, assessed using both quantitative and qualitative data techniques, to meet specific needs of a range of students and stakeholders. Technology-assisted feedback was provided and multiple alternative learning paths identified to meet the needs of all learners.	
VDOE 4 Skilled Technology User Understand the fundamental concepts of technology operations and troubleshooting as well as basic uses of technology in instruction.					

Technology 					
9. The candidate demonstrated the ability to choose and use digital technologies including 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. (**Suggested evidence** of a candidate's ability to use digital technologies to support instruction includes: lesson plans that reference hardware, software and web-based resources that support instructional technologies, evidence of using school-based file management and the use of storage and communication operations, mentor verification that this standard was met, etc.)	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 digital technologies to support instruction including basic computing operations such as accessing accounts, select appropriate applications to perform tasks, file management and web navigation.	The candidate systematically used effective, appropriate, contemporary, and digital technologies to support instruction including basic computing operations such as accessing accounts, select appropriate applications to perform tasks, file management and web navigation.	

10. The candidate demonstrated the ability to troubleshoot typical classroom technologies. (**Suggested evidence** of a candidate's ability to demonstrate the ability to troubleshoot typical classroom technologies includes: reflections/journal/post-observation discussion notes about troubleshooting skills, lesson plans/activities where basic troubleshooting skills are taught to students, mentor verification that this standard was met, etc.)	The candidate could not perform basic computing operations or troubleshoot classroom technology issues.	The candidate could perform only very basic computing operations. The candidate was able to troubleshoot basic classroom technology issues.	The candidate could perform basic computing operations and troubleshoot classroom technology issues.	The candidate solved a range of technology issues and created a variety of technology-supported activities to help learners troubleshoot issues. The candidate could easily perform computing operations and troubleshoot a wide-range of classroom technology issues.	

SIGNATURE PAGE

Signature below indicates participation in the assessment process:

SIGNATURES:

_____ _____ _____

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

Summary Comments (optional):

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