

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



Teaching Culturally & Linguistically Diverse & Exceptional Learners Program

EDCI 793 6F1

CRN: 82084

Internship in Education: International ESL

6 Credits, Fall 2020

Online

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Meeting Dates: August 25 – December 7

Meeting Time: online

Meeting Location: online

UNIVERSITY CATALOG COURSE DESCRIPTION:

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

Students, you are asked to please be aware of and follow all policies and procedures for Mason's Safe Return to Campus in the time of COVID 19: <https://www2.gmu.edu/Safe-Return-Campus>. Updates will be posted there, and you are asked to also remain in contact with the information flow on that official Mason site. Thank you!

PREREQUISITES:

Required Prerequisites:

EDCI 510, EDCI 516, EDCI 519, EDCI 520, EDRD 515, EDRD 610, EDUC 511, and EDUC 537
Completion of all licensure tests and endorsement requirements.

UNIVERSITY CATALOG COURSE DESCRIPTION

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

COURSE OVERVIEW

The School of Education (SOED) 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 Teaching Internships at both elementary and secondary levels. 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 793, *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.

The Teacher Candidate begins by observing the ESL teacher and general education or content teachers and co-teaching with any of these teachers. 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, and 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).

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. 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.

Changing to OTJ Internship while in Traditional Internship - 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 once the semester has begun. The candidate must withdraw from the traditional internship and may apply for an OTJ internship in a future semester.

Mason requires 300 clock hours of teaching, including 150 clock hours of direct teaching. This commitment is a full-time, 16-week experience. 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). 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.

On-the-Job (OTJ) licensure candidates will be required to complete a minimum of 20 hours of observation and, if possible, direct teaching in an alternative grade level in order to meet internship requirements. Teachers in a high school or middle school will be required to do this observation at an elementary school and vice versa.

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, no intern will be approved for holding an additional part-time job or taking a course 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.

This course will be delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course

site using your Mason email name (everything before “@masonlive.gmu.edu or gmue.edu) and email password. The course site will be available on January 14, 2020.

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.

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 teaching internship has been aligned with the *Standards for Initial TESOL PreK-12 Teacher Preparation Programs* (2018), the *Interstate New Teacher Assessment and Support Consortium (InTASC) Standards*, and the *VDOE Technology Standards*. These standards 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.

This internship includes two common assessments 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).

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

TESOL & NETS Standards

TESOL Standards

Standard 3: Planning and Implementing Instruction

Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.

Standard 4: Assessment and Evaluation

Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.

Standard 5: Professionalism and Leadership

Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

National Education Technology Standards

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

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

Standard 3 - Model digital age work and learning

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

Standard 5 - Engage in professional growth and leadership

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

REQUIRED TEXTS

There is no required text for this course.

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 **Tuesdays**, and **finish** on **Mondays**. **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](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.

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

Additional REQUIREMENTS by VA Dept. of Education

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

COURSE PERFORMANCE EVALUTION

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.

GRADING POLICY

The School of Education has approved the following grading policy for EDCI 793.

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 SOED 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.

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

<i>Assignment/Assessment Description</i>	<i>Standards Addressed</i>
Log of hours	State requirement
Bi-weekly progress reports	TESOL – 3, 4, 5
Video/Reflections	TESOL 3, 4, 5 NETS - T 5
Analytic Scoring Rubric for Evaluation of ESL Teacher Candidate - Mid-Term & Final	TESOL 3, 4, 5 NETS-T 2, 3, 5
InTASC Scoring Rubric – Mid-term & Final	InTASC Standards 1 – 10 NETS-T 1 – 5
Assessment of Dispositions	Mason requirement
Summary of Placement	Mason requirement
Certification Form for OTJ ESL Candidates	State requirement

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 793 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 withdrawals will be permitted.

PROFESSIONAL DISPOSITIONS:

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>

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.

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 <https://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 <https://ds.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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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 25 – August 31	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. <ul style="list-style-type: none"> • Submit Student Placement and Information Sheet
WEEK 2 September 1 - September 7	<ul style="list-style-type: none"> • Submit first Bi-Weekly Progress Report
WEEK 3 September 8 - September 14	<ul style="list-style-type: none"> • Submit first Log of Hours
WEEK 4 September 15 - September 21	<ul style="list-style-type: none"> • Submit second Bi-Weekly Progress Report • Submit InTASC Internship Evaluation Form – Midterm
WEEK 5 September 22 - September 28	<ul style="list-style-type: none"> • Submit first set of video clips and reflections • Submit Teacher Evaluation Form – Observation 1
WEEK 6 September 29 - October 5	<ul style="list-style-type: none"> • Submit third Bi-weekly Report
WEEK 7 October 6 -	<ul style="list-style-type: none"> • Submit second set of video clips and reflections • Submit Teacher Evaluation Form – Observation 2

<p>October 12</p>	<ul style="list-style-type: none"> • Complete evaluation from Educator Preparation Office • Submit On-Site Supervisor’s Evaluation of Student Teaching Process to Mandy • Submit first set of video clips and reflections • Submit Teacher Evaluation Form – Observation 1
<p>WEEK 8 October 13 - October 19</p>	<ul style="list-style-type: none"> • Submit second Log of Hours • Submit InTASC Internship Evaluation Form – Final • Submit Summary of Placement, Supervisors, Hours, and Final Grade
<p>WEEK 9 October 20 - October 26</p>	<p>Blog Topic 2: How have you grown as a teacher so far in these 8 weeks?</p> <ul style="list-style-type: none"> • Submit InTASC Internship Evaluation Form – Midterm • Review syllabus and deadlines with cooperating teacher
<p>WEEK 10 October 27 - November 2</p>	<ul style="list-style-type: none"> • Submit fourth Bi-Weekly Progress Report
<p>WEEK 11 November 3 - November 9</p>	<ul style="list-style-type: none"> • Submit third set of video clips and reflections • Submit Teacher Evaluation Form – Observation 3
<p>WEEK 12 November 10 - November 16</p>	<ul style="list-style-type: none"> • Submit fifth Bi-Weekly Progress Report • Submit third Log of Hours • Submit InTASC Internship Evaluation Form – Midterm
<p>WEEK 13 November 17 - November 23</p>	<p>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?</p>
<p>WEEK 14 November 24 - November 30</p>	<ul style="list-style-type: none"> • Submit sixth Bi-Weekly Progress Report • Submit On-Site Supervisor’s Evaluation of Student Teaching Process to Mandy • Submit fourth set of video clips and reflections • Submit Teacher Evaluation Form – Observation 4 • Complete evaluation from Educator Preparation Office for second placement • Submit second set of video clips and reflections • Submit Teacher Evaluation Form – Observation 2 • Submit Fieldwork Observations at Alternative Level

WEEK 15 December 1 - December 7	<p>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?</p> <ul style="list-style-type: none"> • Submit fourth Log of Hours • Submit InTASC Internship Evaluation Form – Final • Submit Summary of Placement, Supervisors, Hours, and Final Grade • Submit Common InTASC Internship Evaluation to Tk20 • Submit EDCI 792 TCLDEL ESL Internship Evaluation to Tk20 • Submit Disposition Assessment to Tk20
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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 **August 31**.

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 August 31, October 26, November 23, December 7.**

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 the Appendices 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 14, October 19, November 16, December 7.**

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 7, September 21, October 6, November 2, November 16, November 30.**

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 ESL teacher candidates is provided in the Student Teaching Handbook under “ESL Evaluation Form”. The mentor teacher should also complete the Lesson Plan Evaluation Form.

Observations are due on **September 28, October 12, November 9, November 30.**

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

Observations are due on **October 12** and **November 30** 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 28, October 12, November 9, November 30**.

Teacher candidates *who are in an on the job placement (OTJ)* should record a lesson **2** times during the semester. The videos should correspond to the formal observations as noted above. After recording, the teacher candidate should review the video and locate four segments of approximately five minutes each per the same directions as set forth for those teacher candidates with two placements. For each segment, the student should craft **a paragraph (minimum) reflection in which the video segment is described, and the episode is reflected upon**. The reflection should include the following: what is happening in the clip, why the clip was chosen, what this clip represents in your teaching, things you notice about your teaching from the clip, and what strengths and weaknesses you might have observed in yourself from the clip. The four clips (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 12 and November 30**.

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 19 and December 7**.

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

9. InTASC Internship Evaluation Form (ESL)

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 21, October 19, November 16, and December 7**. The InTASC Internship Evaluation Form is due from on-the-job candidates (OTJ) on **October 26 and December 7**.

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 **November 30**.

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 793 ESL Internship Evaluation (please see below).

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

For the InTASC 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 7**. Additional information will be provided in Blackboard.

12. TCLDL Observer Disposition (Tk20)/Self Reflection Dispositions

This assessment is done by your mentor teacher. The form is provided in the Teacher Candidate Handbook and evaluates the dispositions of the College of Education and Human Development. This assignment is due on **December 7**. You will also complete a self- evaluation of yourself (on Blackboard, in TK20) in regard to the dispositions.

13. EDCI 793 ESL Internship Evaluation (Tk20)

This assessment is also related to the College of Education and Human Development and their use of Tk20. Students will need to upload a “holistic” evaluation under the Assessment tab in Blackboard. *This is the same form you used for your teaching observation evaluations, but this one is meant to be holistic in nature and not based on one specific teaching episode. This assignment is due on **December 7**. Additional information will be provided in Blackboard.

Lesson Plan Rating Scale * Formal Observation # _____**
1 = Not Observed 2 = Ineffectively 3 = Effectively 4 = Highly Effective

Score	1	2	3	4
BEFORE TEACHING				
1. Planned developmentally appropriate, research- & standards-based instructional activities based on language proficiency assessment results (TESOL Standards 3a, 3b, 4a)				
2. Planned for a multilevel classroom by incorporating appropriate scaffolding (TESOL Standard 3a)				
3. Used knowledge of culture and culturally-responsive materials to plan lessons that support learning (TESOL Standard 3a)				
4. Planned lessons focusing on integration of language through content (TESOL Standard 3a)				
5. Collaborated with Mentor Teacher (and others) to support learning of language and literacies in content areas (TESOL Standard 3d)				
6. Adapted relevant materials to promote student learning (TESOL Standard 3e)				
DURING TEACHING				
7. Used teaching activities that engaged the learners, including cooperative learning and interactive tasks (TESOL Standard 3b)				
8. Made appropriate adjustments to support student learning (TESOL Standard 3c)				
9. Checked for learner comprehension and made appropriate adjustments to support student learning (TESOL Standard 3c)				
10. Used digital resources to promote learning of language & literacies (TESOL Standard 3e)				
11. Used language proficiency assessment results to make appropriate instructional adaptations (TESOL Standard 4a)				

12. Recorded/documented formative assessment of student learning

(TESOL Standard 4b)

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Teacher Candidate _____

Mentor Teacher _____

University Supervisor _____

Date: _____

School: _____

Appendix ESL: Analytic Scoring Rubric for Evaluation of ESL Teacher Candidate

Mid-Term FINAL

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

Teacher Candidate's name:
 Teacher Candidate's Contact Email:
 Evaluator Name/Signature:
 School:

Semester:
 Grade/Subject of Placement:
 Position:
 Evaluator Contact Email:

Teaching Skills	1 Does Not Meet Standard	2 Approaches Standard	3 Meets Standard	4 Exceeds Standard
Planning Instruction <i>(TESOL Standards 3a, 3b, 3c)</i>	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 inconsistently makes necessary adjustments.	Plans developmentally appropriate, 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 consistently makes necessary adjustments.
Managing & implementing instruction <i>(TESOL Standards 3a, 3b, 3e)</i>	Does not use activities that integrate language skills and content objectives AND does not use digital resources.	Demonstrates a limited range of teaching activities that may address only language objectives OR does not use digital resources.	Demonstrates teaching activities that integrate language skills and content objectives, and uses digital resources 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 digital 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 <i>(TESOL Standard 3a)</i>	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 <i>(TESOL Standard 4b)</i>	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.
Responsibility <i>(TESOL Standards 3d, 5a)</i>	Consistently arrives late, comes unprepared, or does not follow school dress code. Does not participate in after- or before school activities.	May frequently be late or absent or comes unprepared or may not follow school dress code. Does not participate in after- or before school activities.	Arrives consistently on time, comes prepared for the task, 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, participates in after- or before - school activities, and follows school's dress code.

Professionalism <i>(TESOL Standards 3d, 5a, 5c, 5d)</i>	Does not respond appropriately to feedback, does not communicate effectively with MT or US, delays in submitting required documentation, and/or does not collaborate with the MT.	Does not respond appropriately to feedback or does not communicate effectively with MT or US. May delay in submitting required documentation or may not collaborate effectively with the MT.	Uses self-reflection and responds well to feedback but may not consider professional practice or communicate effectively with MT or US and/or may delay in submitting required documentation, and works collaboratively with the MT.	Engages in self-assessment and reflection to respond to constructive feedback appropriately and develop professional practice, communicates promptly and effectively with both MT and US, submits documentation by required deadlines, and works collaboratively with the MT.
Leadership (TESOL Standard 3d, 5a, 5b)	Demonstrates lack of awareness of school, district, and governmental policies and legislation and does not apply them to advocate for ELLs.	Demonstrates awareness of school, district, and governmental policies and legislation but does not apply them to advocate for ELLs.	Applies knowledge of school, district, and governmental policies and legislation and consistently advocates for ELLs.	Effectively applies knowledge of school, district, and governmental policies and legislation, as well as collaboration strategies, to consistently advocate for ELLs.

Additional Strengths:

Additional Weaknesses:

Mentor Teacher's Signature: _____ Date: _____

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

Candidate's Signature: _____ Date: _____

George Mason University Internship Evaluation Rubric

This rubric describes the clinical experience performance standards in the College of Education and Human Development at George Mason University. The evaluation will be completed by the mentor teacher, university supervisor, and teacher candidate prior to a conference where one composite score is agreed upon and submitted to the Accreditation and External Reporting Office (AERO). If the average score for all standards is less than 2, or any individual standard is less than 2, the clinical experience/internship may be extended and materials resubmitted per instruction from your University Supervisor and Program Coordinator.

This instrument draws on teaching standards from multiple sources, including the Interstate Teacher Assessment and Support Consortium ([InTASC](#)), Council for the Accreditation of Educator Preparation ([CAEP](#)), and the Virginia Department of Education ([VDOE](#)). These standards guide teacher education programs and are a required part of our accreditation process. Rubric rows have been developed to assess each standard. 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.

Standards Assessed

InTASC Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9,10

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

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

GENERAL SCORING GUIDELINES

- 3 = *Highly Proficient:*** rich, sophisticated, exemplary in all aspects of quality (including both mechanics of writing and clarity/insightfulness of thinking), thoroughly accurate and developed, exceeds expectations for a Candidate at this stage of development, integrates thorough understanding of relevant professional literature/research. **All key proficiencies for the standard are met at a level beyond expectations for pre-service teachers.**
- 2 = *Proficient:*** well developed, good quality (may include very few errors in mechanics, and shows clarity of thinking), fully meets expectations for a Candidate at this stage of development, shows understanding of relevant professional literature/research. **All key proficiencies for the standard are met at a level expected for pre-service teachers.** This is the TARGET score.
- 1 = *Not Proficient:*** superficially developed, minimally acceptable quality (Written work/plans may include a few errors in mechanics and inconsistent clarity in thinking), lags behind expectations for most Candidates at this stage of development. May show beginning/weak understanding of the relevant professional literature/research. **At least one listed key proficiency for the standard is not met.**

Please provide the following:

Candidate Name

Mentor Teacher Name

University

Supervisor Name

Please provide the following information:

This form was used as an observation tool. Date _____ Observer _____

This is the Mid-placement Evaluation. The Conference Date for this evaluation was _____

This is the Final Evaluation. The Conference Date for this evaluation was _____

If this was a mid-point evaluation, list goals below:

If any scores were rated a 1, please note action plan for remediation:

Construct 1: 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.

Key Proficiencies: Developmentally appropriate instruction; varied instructional approaches and resources; appropriate adaptations

Not Proficient 1	Proficient 2	Highly Proficient 3
<p><input type="radio"/> The evidence indicates that the Candidate demonstrated a partial understanding of learners' developmental levels, planning instruction that aligned to the developmental levels of some (but not all) of the learners; instruction was inappropriate and/or inaccessible for groups of learners.</p>	<p><input type="radio"/> The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels by planning varied instruction appropriate to support learning goals, actively engaging learners in learning that aligned with overall subsets of learner's developmental levels making learning accessible and challenging for the classroom.</p>	<p><input type="radio"/> The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom.</p>
Optional comments or evidence		

InTASC 2 – Learner 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.

Key Proficiencies: Learner background, classroom culture

Not Proficient 1	Proficient 2	Highly Proficient 3
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<input type="radio"/> The evidence indicates that the Candidate demonstrated only partial familiarity with the learners’ backgrounds (analysis of learners’ readiness for learning and prior experiences) and/or was unable to use this information to inform instruction to meet the needs of the learner.	<input type="radio"/> The evidence indicates that the Candidate demonstrated familiarity with groups’ and individual learners’ backgrounds (analysis of learners’ readiness for learning and prior experiences) and was able to use this information to inform instruction to create a positive culture of respect and rapport in the classroom that meets the needs of all learners.	<input type="radio"/> The evidence indicates that the Candidate demonstrated a deep understanding of each learner’s background and was able to use this information to inform instruction that meets the needs of all learners and articulates the connection between specific strategies, content and delivery to meet the needs of individual learners and groups of learners in the classroom.
Optional comments or evidence		

InTASC 3 – Learning Environment

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.

Key Proficiencies: Learner rapport; pacing/transitions; classroom management

Not Proficient 1	Proficient 2	Highly Proficient 3
<input type="radio"/> The evidence indicates that the Candidate transitions inefficiently between learning activities with some loss of instructional time, monitoring and responding to learner behavior (both positive and negative) in a way that is inconsistent, inappropriate and/or ineffective for meeting classroom and individual learner needs, including in virtual environments.	<input type="radio"/> The evidence indicates that the Candidate transitions efficiently and smoothly between learning activities with minimal loss of instructional time, using varied learning situations that includes monitoring and responding to learner behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual learner needs, including in virtual environments.	<input type="radio"/> The evidence indicates that the Candidate demonstrates respect for and interest in individual learner’s experiences, thoughts and opinions and uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners, including in virtual environments.
Optional comments or evidence		

Construct 2: Content

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.

Key Proficiencies: Content representation; content clarify; instructional strategies for content

<p align="center">Not Proficient 1</p>	<p align="center">Proficient 2</p>	<p align="center">Highly Proficient 3</p>
<p><input type="radio"/> The evidence indicates that the Candidate demonstrated knowledge of the content using explanations that were not always accurate and clear and/or was not able to provide an effective alternate explanation for learner misconceptions.</p>	<p><input type="radio"/> The evidence indicates that the Candidate displayed knowledge of the important content in the discipline by using content-related strategies that clearly identify how concepts related to one another, using developmentally appropriate terminology/ language to build an understanding of content for all learners.</p>	<p><input type="radio"/> The evidence indicates that the Candidate displayed extensive knowledge of the important concepts in the discipline by using multiple representations, multiple formats, and appropriate content-related strategies and developmentally appropriate terminology/language, including varied levels of questioning, a wide variety of experiences, and opportunities to build a higher-level of understanding of content for all learners.</p>
<p>Optional comments or evidence</p>		

InTASC 5 -- Innovative Applications of Content Knowledge

The candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Key Proficiencies: Problem solving; real-work application; cross-curricular connections

<p align="center">Not Proficient 1</p>	<p align="center">Proficient 2</p>	<p align="center">Highly Proficient 3</p>
<p><input type="radio"/> The evidence indicates that the Candidate implemented teacher-directed lessons with limited use of problem solving and/or did not explore content through real-world and cross-curricular connections.</p>	<p><input type="radio"/> The evidence indicates that the Candidate used collaborative problem solving as a way to explore content that includes learner-led learning activities including cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking by the learners.</p>	<p><input type="radio"/> The evidence indicates that the Candidate used collaborative problem solving as a way to explore content with the majority of instruction being learner-led learning activities including real-world and cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking by the learners leading to a higher level of learner understanding of content.</p>
<p>Optional comments or evidence</p>		

Construct 3: Instructional Practices

InTASC 6 -- Assessment

The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.

Key Proficiencies: Varied assessments; data analysis; feedback

<p style="text-align: center;">Not Proficient 1</p>	<p style="text-align: center;">Proficient 2</p>	<p style="text-align: center;">Highly Proficient 3</p>
<p><input type="radio"/> The evidence indicates that the Candidate provided limited opportunities for learners to demonstrate learning by using a variety of assessments therefore did not have opportunities of feedback or analysis of learner data to inform future instruction.</p>	<p><input type="radio"/> The evidence indicates that the Candidate provided effective feedback to learners on multiple instances of formative, summative, informal, and/or formal assessments and analyzed data to inform instruction.</p>	<p><input type="radio"/> The evidence indicates that the Candidate provided multiple opportunities for learners to demonstrate learning by using formative, summative, informal, and/or formal assessments. Assessments were differentiated to match a full rating of learner needs and abilities, and the Candidate consistently analyzed data to inform instruction, with a clearly articulated rationale for data-based instructional decisions.</p>
<p>Optional comments or evidence</p>		

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.

Key Proficiencies: Lesson objectives; building on prior knowledge

<p style="text-align: center;">Not Proficient 1</p>	<p style="text-align: center;">Proficient 2</p>	<p style="text-align: center;">Highly Proficient 3</p>
<p><input type="radio"/> The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with standards and/or use of prior knowledge.</p>	<p><input type="radio"/> The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives that used appropriate scaffolds and differentiation that address learner needs to build on prior knowledge and used pedagogical content knowledge/teaching</p>	<p><input type="radio"/> The evidence indicates that the Candidate planned challenging activities using learner appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that</p>

	strategies aligned with standards, including College- and Career-Ready Skills, and connects to future learning.	aligned with multiple standards, including College- and Career-Ready Skills, clearly connects to the range of previous and future learning.
Optional comments or evidence		

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 meaningful ways.

Key Proficiencies: Varied instructional strategies and technologies; differentiation

Not Proficient 1	Proficient 2	Highly Proficient 3
<input type="radio"/> The evidence indicates that the Candidate used limited instructional strategies that did not allow for differentiated learning situations and/or did not use at least one available technology to engage and challenge learners.	<input type="radio"/> The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate, available technologies, to engage and challenge learners in differentiated learning situations.	<input type="radio"/> The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate, available technologies, to engage and challenge learners in differentiated learning situations allowing all learners to take ownership of their learning.
Optional comments or evidence		

Construct 4: Professional Responsibility

InTASC 9 – Professional

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.

Key proficiencies: Professional development; self-reflection; ethical manner

Not Proficient 1	Proficient 2	Highly Proficient 3
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<input type="radio"/> The evidence indicates that the Candidate did not participate in professional development; participated in professional development not relevant to needs identified through ethical and responsible self-reflection	<input type="radio"/> The evidence indicates that the Candidate used self-reflection to identify professional development opportunities relevant to learning and applied activities in their teaching in an ethical and responsible manner.	<input type="radio"/> The evidence indicates that the Candidate consistently used self-reflection to identify professional development opportunities relevant to improving teaching and learning for specific groups of learners and successfully made systematic application of activities in their teaching in an ethical and responsible manner.
Optional comments or evidence		

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.

Key Proficiencies: Collaboration; leadership

Not Proficient 1	Proficient 2	Highly Proficient 3
<input type="radio"/> The evidence indicates that the Candidate collaborated with colleagues on a limited basis (mentor/other school professionals/ Supervisors) and other stakeholders with little influence on classroom activities.	<input type="radio"/> The evidence indicates that the Candidate collaborated on multiple occasions with learners and families, as well as colleagues (mentor/other school professionals/Supervisors) in leadership, school, and professional activities initiating, advocating, or leading activities in the classroom to improve and support learning for all.	<input type="radio"/> The evidence indicates that the Candidate collaborated on multiple occasions with learners and families, as well as colleagues (mentor/other school professionals/ Supervisors) in leadership activities to initiate, advocate, and/or lead activities with stakeholders to improve and support learning.
Optional comments or evidence		

FACULTY USE ONLY	
	Candidate was not evaluated due to extenuating circumstances that impeded the completion of this assessment.

**College of Education and Human Development
Faculty/Mentor Assessment of Dispositions**

**Candidate Name and G#:
Evaluator:**

**Course with Section:
Date Assessed:**

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

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

Directions for assessors

For each of the dimensions below, please rate the degree to which you observe the candidate's proficiency with each disposition.

3 = Highly Proficient: Candidates receive this score when they exhibit behaviors beyond the expectations of candidates at this point in their programs. Assessors observe candidates demonstrate behaviors consistent with professional dispositions in multiple situations/data points, independent of external support or prompts. All proficiencies are met at a level **beyond** expectations for pre-service teacher.

2 = Proficient: This is the **TARGET** score. This score reflects that Candidates have met the standard at the level expected at this point in their program, with some support and guidance. Behaviors are observed that align with expectations for this specific dimension of the dispositions. Candidates who receive a 2 have successfully met the disposition. All proficiencies are met at a level expected for pre-service teachers.

1 = Not Proficient: Candidates receive this score when their understanding and effort does not meet the Target, but they may exhibit some of the behaviors associated with the disposition at a minimally acceptable quality. This score indicates the Candidate lags behind expectations for most Candidates at this stage of development.

ND = Not Demonstrated: This score reflects that a Candidate did not yet have opportunities to demonstrate the disposition due to placement opportunities.

Faculty/Mentor Assessment of Dispositions

Professional Responsibility (InTASC 9)				
The Candidate demonstrates professional responsibility with the following actions and words:	Not demonstrated ND	Not Proficient 1	Proficient 2	Highly Proficient 3
<i>The Candidate exhibits professional behaviors (on time, professional dress, prepared for teaching, etc.)</i>				
<i>The Candidate self-reflects, self-regulates, and modifies behavior based on feedback.</i>				
<i>The Candidate exhibits integrity and ethical behavior.</i>				
Comments or notes:				
Collaboration and Leadership (InTASC 10)				
The Candidate demonstrates collaboration and leadership with the following actions and words:	Not demonstrated ND	Not Proficient 1	Proficient 2	Highly Proficient 3
<i>The Candidate exhibits teamwork and collaborates in professional interactions.</i>				
<i>The Candidate takes initiative appropriately.</i>				
<i>The Candidate seeks to understand and address challenges by initiating, advocating, or leading activities to improve and support my learning and the learning of others.</i>				
Comments or notes:				
Cultural Responsiveness (Learner and Learning)				
The Candidate demonstrates cultural responsiveness with the following actions and words:	Not demonstrated ND	Not Proficient 1	Proficient 2	Highly Proficient 3
<i>The Candidate treats individuals in an unbiased manner.</i>				
<i>The Candidate supports those around them to be successful.</i>				
<i>The Candidate demonstrates through their actions/interactions that diversity as an asset.</i>				
Comments or notes:				
High Expectations for Learning (Instructional Practice)				
The Candidate demonstrates high expectations for learning with the following actions and words:	Not demonstrated ND	Not Proficient 1	Proficient 2	Highly Proficient 3
<i>The Candidate takes responsibility for the learning of those with whom they collaborate or lead.</i>				
<i>The Candidate holds high expectations for stakeholders (e.g., students, peers, faculty, families).</i>				
<i>The Candidate monitors and assesses learning to provide feedback to others and reflect and alter actions individually and as part of a team.</i>				
Comments or notes:				

NOTE to Evaluator: One score of ‘not proficient’ (1) should be viewed as a “teachable moment.” The assessor should meet with the candidate to clarify expectations and discuss what behaviors were observed that warranted the score. (Programs and/or faculty can choose to create a development plan if a “1” is scored multiple times in a semester or program.)

Two ratings of ‘not proficient’ on one assessment will require the creation of a Professional Disposition Development Plan to assist the candidate in demonstrating growth of dispositions. (See the website at <https://education.gmu.edu/teacher-track/connect> for a copy of the Plan.)

A complete a Professional Dispositions Plan must be approved by the evaluator, academic program coordinator, and/or the teacher candidate.

For further direction and specifics related to how the dispositions are assessed in your program, please email the Academic Program Coordinator or Course Lead.

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