EDCI 793 – Section 001
Internship in Education - ESL

6 Credits - Spring 2021
Meets Daily Online for Distance Learning

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Prerequisites/Corequisites

Completion of all licensure courses, passing scores on PRAXIS Core (or SAT or ACT) Math, PRAXIS II ESOL, & VCLA

Students, please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: https://www2.gmu.edu/Safe-Return-Campus

University Catalog Course Description

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

Course Overview

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

Virginia state licensure for English as a Second Language (ESL) teachers at the PreK-12 levels requires teacher candidates to conduct 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. Teacher candidates should always try to solve a problem as close to the source as possible. If that is not possible, they should observe the lines of communication and authority in the school and university. For example, interns should work with their Mentor Teachers before seeking help from the University Supervisor and with the University Supervisor before contacting the CEHD internship office, Academic Program Coordinator, or Dean's office.

Course Delivery Method

This internship is conducted in the field with English language learners. Instead of lectures and class discussions on campus, teacher interns work with Mentor Teachers in a school or online classroom setting in a combination of co-planning, co-teaching, and independent teaching experiences. Interns are expected to participate in all aspects of the Mentor Teacher's day, from lesson planning to participating in faculty meetings and professional development, Child Study meetings, and before- and after-school activities. Interns also participate in monthly seminars designed to support their professional growth.

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.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- 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

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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 course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on Mondays for the first day of each week that schools are in session.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 – 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 anticipate some technical difficulties during 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.

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

3. Use digital resources to engage students and promote their learning;

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

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

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

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

8. Engage in self-assessment to identify areas of strength and needed improvement, respond appropriately to constructive feedback, and plan for professional development;

9. Apply knowledge of school, district, and governmental policies and legislation to advocate for ELLs; and

10. Use professional behavior to collaborate with school-based Mentor Teacher, school administrators, and University Supervisor and in order to promote learning and advocate for ELL students.

PROFESSIONAL TEACHING STANDARDS

This teaching internship has been aligned with the *Standards for Initial TESOL PreK-12 Teacher Preparation Programs* (2018) and with the *Interstate New Teacher Assessment and Support Consortium (InTASC) Standards*. These standards represent principles applicable to 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 ESL teachers need to know and be able to do (i.e., knowledge, skills, and dispositions to effectively teach of culturally and linguistically diverse students).

<u>Teachers of English to Speakers of Other Languages (TESOL) Standards</u>

STANDARD 2: ELLS IN THE SOCIOCULTURAL CONTEXT
Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.

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.

Interstate Teacher Assessment & Support Consortium (InTASC) Standards

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

REQUIRED TEXTS

ESL Teaching Internship Manual

RECOMMENDED TEXTS

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

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

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

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

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

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

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

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

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

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

TK20 PBA Submission Requirements

Every candidate registered for any *Teaching Culturally, Linguistically Diverse & Exceptional Learners* course with a required performance-based assessment is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Form to TK20 through Blackboard (regardless of whether the student is taking the

course as an elective, a one-time course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TK20 through Blackboard. Failure to submit the assessment to TK20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TK20 submission, the IN will convert to an F nine weeks into the following semester.

For this internship, the required PBA submissions are: Each of three mid-term and final evaluation scored rubrics. All rubric scores are entered on Blackboard by the University Supervisor assigned to each intern.

University Supervisors will assign scores for: (1) Mid-Term Evaluation, (2) Final Evaluation, (3) Mid-Term InTASC Standards, (4) Final InTASC Standards, (5) Mid-Term Dispositions Assessment, and (6) Final Dispositions Assessment.

Assignments

Assignment/Assessment Description	Standards Addressed
Log of hours	State requirement
Teaching Evaluation – 4 Lessons	TESOL 2, 3, 4
Teaching Evaluations - Mid-Term & Final	TESOL 2, 3, 4, 5
InTASC Evaluations - Mid-term & Final	InTASC Standards 1 – 10
Assessment of Dispositions – Mid-Term & Final	TESOL Standards 2 & 4 InTASC Standards 9 – 10
Certification Form for OTJ ESL Tchr Candidates	State requirement

Course Performance Evaluation

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

Course Requirements

The teacher candidate will complete the following tasks and keep copies of the documentation:

- **Log of Hours:** Teacher candidates must keep a daily log of hours specifying hours spent in direct teaching activities, indirect teaching activities, and other school-based activities. A subtotal of hours is calculated and submitted to the University Supervisor at the midterm or end of first placement, and a total sum of hours is submitted at the end of the semester.

- **Weekly Feedback Log:**   The candidate is responsible for arranging informal observation dates with the Mentor Teacher. During these sessions, the intern will obtain written feedback on his/her lesson planning, collaborative activities, or independent teaching and send the completed log to the University Supervisor by email on Friday of each week.

- **Lesson Plan Template:** For all independent teaching activities, the teacher candidate will provide lesson plans for review by the Mentor Teacher. The teacher candidate should also submit draft lesson

plans and accompanying materials to be used as part of the Teaching evaluation to the University Supervisor **AT LEAST 48 HOURS PRIOR TO THE TEACHING EVALUATION**. The format should that of the *Lesson Plan Template* found in *Appendix RM-2*. The only lesson plans to be turned in to the University Supervisor are those used during teaching evaluations by the US (use file-naming protocol for electronic files – see instructions for lesson plans). As part of each teaching evaluation conducted by the University Supervisor, the MT & US will each independently rate the planning and instructional ability of the teacher candidate using the *Teaching Evaluation Rubric*, compare scores and agree on a final total score.

- **Self-Assessment Checklist**: Each intern will use the criteria listed on this checklist to prepare for teaching evaluations.

- **Certification Form**: For on-the-job Interns only to certify their observation of a teacher at a different school

- **Evaluation Forms:** At the end of each school placement (or end of semester for o*n-the-job candidates*), the teacher candidate should complete online evaluation forms for the Mentor teacher. All candidates should complete online evaluation forms for the University Supervisor only once, at the end of the semester.

Note on Extended Absences by TC, MT, or US:

If a Mentor teacher, University Supervisor, or teacher candidate plans on being away from the school setting and Internship experience for more than 3 consecutive days, this extended absence will need to be approved by the university professor in charge of the ESL Teaching Internship before final placement is made. Since the internship is an intensive supervised teaching experience, extended absences are not recommended for any member of the Internship Team.

Other Requirements

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

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

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

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

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

administrators. Special attention should be given to responsibilities and procedures for dealing with suspected child abuse.

Confidentiality of Records: School Divisions and Mason policies regarding student records will be followed. A Teacher candidate's evaluation may be shared with the Mentor teacher, University Supervisor, and administrators until the University Supervisor submits the Teacher candidate's cumulative folder to the Office of Academic and Student Affairs. After that time, access will be in accordance with the Privacy Act. No materials will be released for employment purposes other than for verification of meeting licensure standards.

Blackboard: Every student registered for any TCLDEL course with a required performance-based assessment is required to post it and be evaluated through Blackboard. In this internship, University Supervisors and Mentor Teachers will complete the *Teaching Evaluation Rubric*, the *Mid-Term/Final Evaluation Rubric,* the *InTASC Scoring Rubric*, and the *Dispositions Assessment*. Failure to submit these rubric scores or scores 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

- Complete training modules on Positive Behavior Interventions available at:

https://www.odu.edu/eps/programs/ciees/initiatives/restraint-and-seclusion.html

- 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.

Schedule FOR TEACHING INTERNSHIP

Teacher candidates will be either *traditional* or o*n-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 or with their own assigned students.

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 plan 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 as close to a full teaching load as possible 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 a traditional internship - In the event that a traditional teaching candidate is offered a full-time contract position with a local school division while in his/her internship, he/she may not switch to an on-the-job (OTJ) internship. The candidate must withdraw from the traditional internship and may apply for an OTJ internship in a future semester.

LENGTH OF TEACHING INTERNSHIP

Mason requires 300 clock hours of teaching, including 150 clock hours of direct teaching. This commitment is a **full-time,** 15-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 will be required to continue in the internship until the last day of the semester and will not be allowed to conclude the internship before the last day of the 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 -15-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.

All 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 recommendations of the University Supervisor and Mentor teacher.

<u>**Coursework & Part-Time Jobs During the Internship**</u>

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

Online Format

During the Covid-19 pandemic in Spring 2021, the ESL teaching internship will be conducted online (76% or more) unless and until schools return to normal face-to-face classes inside school buildings. Interns will use the school's online platform for working with the Mentor Teacher and his/her students and Mason's Blackboard Learning Management system (LMS) for communication, materials, and webinars required for successful completion of the internship.

Teacher interns will work synchronously (in real time) with students on their Mentor Teacher's schedule or their own (for on-the-job interns), obtaining resource materials and preparing lesson plans and assessments on their own schedule.

Required participation in live internship webinars will also be synchronous, as will web or phone conferences with university supervisors and Mentor Teachers.

Videos of Teaching & Required Seminars

Teacher candidates will make <u>video recordings for each teaching segment on which they are being evaluated</u> and share these recordings with University Supervisors. Interns can use Zoom or Kaltura on Blackboard or save videos to YouTube in order to upload them to Blackboard. Candidates can review these videos to conduct self-assessment of their teaching.

Q: What technology will I need for making video recordings?

A: Any video source—smart phone, pad/tablet, video camera. Just download the video to a PC or laptop and then upload the video file to the *Assignments* tab on Blackboard using instructions for uploading videos with <u>Kaltura</u> at the following link:
https://its.gmu.edu/service/kaltura/

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

Required Seminars

Teacher candidates are required to attend live <u>monthly seminars or webinars</u> conducted throughout the semester on topics of direct relevance to your teaching. Topics to be addressed, based on feedback from previous ESL interns, may include *teacher modeling, using technology resources or teaching online, classroom management, cooperative learning, culturally responsive instruction, and working with traumatized immigrants or refugees*.

GRADING POLICY

The School of Education has approved the following grading policy for EDCI 793, the Teaching Internship:

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

The <u>Mentor Teacher(s) and the University Supervisor</u> will jointly determine the interim and final grades after consultation. If the MT & US cannot agree on a final grade, the Director of the Division of Advanced Professional Teacher Development & International Education will determine the grade based on a review of the documentation and, in some cases, observation of the candidate's performance.

A teacher candidate who receives a total combined <u>score of less than 3.0</u> on the *Final Evaluation or InTASC rubric* <u>will not be recommended for a state teaching license</u> until he/she repeats all or part of the internship with a grade of S (this may require enrolling and paying tuition for additional credit hours in a subsequent semester.)

A teacher candidate whose performance cannot be evaluated at the end of the grading period will receive a grade *of IP*. An *IP* grade must be changed to *S* or *NC* before the beginning of the next semester.

In some cases, a grade of *NC* may be accompanied by a recommendation that the student should not be allowed to repeat the Teaching Internship. In such cases, the student will be counseled out of the licensure program, although not necessarily out of the degree program.

Professional Dispositions

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

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

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

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

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

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

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

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

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

Weeks*	Teacher Candidate (TC)	Mentor Teacher (MT)	University Supervisor (US)
1 – 2	Meet MT & content teachers who work with your ESL students Observe your MT teach her own and perhaps your class Ask MT to cover your class while you (1) observe content or grade-level teachers for differentiation strategies and classroom management approaches and (2) *shadow* at least two ESL students Arrange to observe in an elementary school if you are teaching at the secondary level (and vice versa) Learn about WIDA language proficiency testing schedule and how your own students' scores are used for placement in the ESL program **Complete Weekly Feedback Logs**	Orient TC to school Facilitate observations of other teachers and classrooms Provide feedback on lessons created by the intern **Complete Weekly Feedback Logs**	Meet with Intern and MT Schedule observations Explain, clarify, answer questions, especially required documentation
2 – 3 & 11 - 12	Continue drafting lesson plans and getting feedback from MT Schedule Teaching evaluations **Complete Weekly Feedback Logs** **Submit lesson plan to MT & US for feedback**	Provide feedback & suggestions on lesson plans, assessments, & classroom management **Complete Weekly Feedback Logs** **Complete Teaching Evaluation Rubric**	Conduct Teaching evaluations #1/3 **Complete Teaching Evaluation Rubric**
4 – 8 & 13 - 16	Schedule Teaching evaluations **Weeks 4 & 12:** Conduct video recording of teaching segment and upload to Blackboard for feedback **Complete Weekly Feedback Log** **Submit lesson plan to MT & US for feedback** **Complete Log of Hours & all evaluation forms**	Provide feedback & suggestions on lesson plans, assessments, & classroom management **Complete Weekly Feedback Logs, Teaching Evaluation Rubric, Mid-Term or Final Evaluation Rubric, InTASC Rubric, Dispositions Assmt., and online evaluation forms**	Conduct Teaching evaluations # 2/4 **Complete Teaching Evaluation Rubric, Mid-Term or Final Evaluation Rubric, InTASC Rubric, Dispositions Assmt., and online evaluation forms**

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

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

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the 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/ .

Log of Hours

Before filling in this form, please make copies needed for the entire internship period.

Name of Tchr. Candidate: _____ **School:** _____

Log Sheet #_____ of_____ (e.g., *1 of 3*)

Verified by Mentor Teacher: _____
(Signature)

Reviewed by University Supervisor: _____
(Signature)

Date	Hours of Direct Teaching[1] 150 for OTJ 75 + 75 for Trad	Hours of Indirect Teaching[2] 150 for OTJ 75 + 75 for Trad	Hours of School-Based Activities[3]	Comments

[1]**Direct Teaching** = Time spent directly interacting with students, whether co-teaching, independent teaching, working with small groups, or working one-on-one with a student. Candidates should aim for a variety of direct teaching experiences.

[2]**Indirect Teaching** = Time spent observing other teachers, planning, grading, attending faculty meetings, and other teaching-related experiences.

[3] **School-based Activities** = non-teaching duties occurring outside of school hours, such as parent open house or school multicultural nights.

Date	Direct Teaching	Indirect Teaching	School-Based Activities	Comments
Total Hours:				

Weekly Feedback Log for Observations by MT

Teacher Interns should be observed <u>while teaching independently at least twice each week for 30 – 60 minutes each time,</u> with the Mentor Teacher providing critical feedback for improvement using the items listed on the Teaching Evaluation Rubric and the Self-Assessment Checklist found in this Internship Manual.

_____   _____

    Teacher Candidate's Name   *Mentor Teacher's Name*

Day/Date observed by Mentor Teacher	Time of Day/ Class Name & Level	Critical Feedback & Next Steps

ESL Interns: *Please arrange for weekly observation and feedback sessions from your mentor teacher, get his/her written feedback on this form (typed up as a Word doc) or as video feedback, then send the file by email to your University Supervisor on Saturday of each week during your internship semester.*

Self-Assessment Checklist for Teaching Evaluation Session

Use this checklist to review your draft lesson plan and materials before sending them to the University Supervisor for feedback. Your lesson plan should clearly show where and how you have addressed each item on this checklist.

I. PREPARATION/ PLANNING

_____Plans and delivers research-based instructional activities for multilevel classrooms

_____Bases learning activities on both ESL and content-based standards

_____Prepares scaffolding materials that help learners access information presented

II. INSTRUCTIONAL METHODS/ ASSESSMENT

_____Taps prior knowledge to connect material to students' lives

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

distributing materials

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

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

or indicate a lack of understanding

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

proficiency

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

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

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

oral language

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

_____Designs and uses formative assessment appropriately

_____Uses technological resources effectively to promote learning

III. CLASSROOM MANAGEMENT/ CLIMATE

_____Ensures that all students are on task

_____ Uses interactive learning activities effectively, setting short time limits for each task

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

admonish students)

_____ Shows respect for all students

_____Prevents or manages disruptive behavior

IV. PERSONAL/ PROFESSIONAL DEVELOPMENT

_____Arrives early or on time for the lesson

_____Comes fully prepared for the lesson

_____Welcomes constructive feedback and acts upon it promptly

_____Communicates promptly and effectively with both MT and US

_____Submits lesson plans and other documentation by required deadlines

Teaching Evaluation Rubric   Lesson # _____

Name of ESL Intern:_____   DATE of Evaluation_____

Teaching Skills	1 Does Not Meet Standard	2 Approaches Standard	3 Meets Standard	4 Exceeds Standard
Planning Instruction *(TESOL Standards 3a, 3b)*	Plans activities that are not research-based and provide little differentiation of instruction, with scaffolding that does not support learning.	Plans activities that may not be research-based or do not differentiate instruction or that address either ESL or content-based standards and may need additional scaffolding.	Plans research- and standards-based instructional activities with some differentiation, bases learning activities on both ESL and content-based standards and provides scaffolding for learning.	Thoroughly plans developmentally appropriate, research- and standards-based instructional activities for a multilevel classroom, integrating language and content objectives and providing a variety of scaffolding that supports learners' needs.
Managing & implementing instruction *(TESOL Standards 3b, 3c, 3e)*	Lacks teacher modeling, provides predominantly inappropriate instructional activities, interactive tasks, or digital resource materials, and does not check for comprehension; needs additional adjustments to promote learning.	Ineffectively uses teacher modeling, provides some inappropriate instructional activities, interactive tasks, or digital resource materials, and may not check for comprehension; needs additional adjustments to promote learning.	May need additional teacher modeling but uses effective instructional activities, interactive tasks and digital resource materials, and checks for comprehension; may need additional adjustments to promote learning.	Effectively and consistently uses teacher modeling, a range of instructional activities, interactive tasks and digital resource materials, and checks for comprehension; makes appropriate adjustments to promote learning.
Classroom Management Skills *(TESOL Standard 3b)*	Elicits little student language while doing most of the talking and ineffectively manages conflicts or disruptive behavior and/or applies consequences inconsistently.	Ineffectively elicits student language, predominantly uses teacher talk, manages conflicts or disruptive behavior and/or applies consequences inconsistently.	Ensures that most students are on task but may miss opportunities for eliciting student language, limiting teacher talk, managing minor conflicts or disruptive behavior, or applying consequences consistently.	Effectively and skillfully ensures that the majority of students are on task and have opportunities to speak or respond, limits teacher talk, prevents or manages conflicts and disruptive behavior, applies consequences consistently, and sets and enforces high expectations for each student.

Culture *(TESOL Standard 3a, 3b)*	Does not demonstrate awareness of students' cultural values.	Demonstrates awareness of students' cultural values and beliefs but does not incorporate these values into lesson plan or instructional activities.	Uses knowledge of students' cultural values and beliefs to support student learning.	Visibly and productively integrates students' cultural values and beliefs into lesson plan and instructional activities to tap prior knowledge and promote student learning.
Assessment & Evaluation *(TESOL Standard 4b, 4d)*	Does not design or use formative or summative assessments.	Designs formative or summative assessments but these may not be based on instructional objectives, provide inappropriate scaffolding, or used to direct instruction.	Designs formative or summative assessments based on instructional objectives but may not provide appropriate scaffolding or may miss opportunities to use results to direct instruction.	Thoroughly and accurately designs and administers formative or summative assessments based on instructional objectives and language proficiency assessment data, provides appropriate scaffolding, and productively uses results to direct instruction.

Mid-Term/Final Evaluation Rubric   **M☐-Term**   **FI☐L**

Name of ESOL Intern:_____   DATE_____

Teaching Skills	1 Does Not Meet Standard	2 Approaches Standard	3 Meets Standard	4 Exceeds Standard
Planning Instruction *(TESOL Standards 3a, 3b, 3c)*	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 *(TESOL Standards 3a, 3b, 3e)*	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 *(TESOL Standard 3a)*	Does not demonstrate knowledge about students' cultural values.	Demonstrates knowledge of students' cultural values and beliefs but does not incorporate these values into lesson plans or instructional activities.	Applies knowledge of students' cultural values and beliefs to promote student learning but may only occasionally integrate these into lesson plans or instructional activities.	Regularly integrates students' cultural values and beliefs into lesson plans and instructional activities to tap prior knowledge and promote student learning.
Classroom-based (formative) Assessment *(TESOL Standard 4b)*	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 *(TESOL Standards 3d, 5a)*	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 *(TESOL Standards 3d, 5a, 5c, 5d)*	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 government policies and legislation and does not advocate for ELLs.	Demonstrates awareness of school, district, and government policies and legislation but does not share research-based practices to advocate for ELLs.	Demonstrates some knowledge of school, district, and government policies and legislation and collaborates with non-EL teachers, sharing research-based teaching practices to advocate for ELLs.	Clearly demonstrates knowledge of school, district, and government policies and legislation and effectively collaborates with non-EL teachers, consistently modeling research-based teaching practices to advocate for ELLs.

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

InTASC Standards - Internship Scoring 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.**

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
○ 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.	○ 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.	○ 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.
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
○ 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.	○ 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.	○ 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
◯ 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.	◯ 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.	◯ 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*

Not Proficient 1	Proficient 2	Highly Proficient 3
◯ 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.	◯ 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.	◯ 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.
Optional comments or evidence		

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*

Not Proficient 1	Proficient 2	Highly Proficient 3	
◯ 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.	◯ 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.	◯ 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.	
Optional comments or evidence			

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*

Not Proficient 1	Proficient 2	Highly Proficient 3
◯ 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.	◯ 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.	◯ 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.
Optional comments or evidence		

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***

Not Proficient 1	Proficient 2	Highly Proficient 3
◯ 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.	◯ 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 strategies aligned with standards, including College- and Career-Ready Skills, and connects to future learning.	◯ 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 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
◯ 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.	◯ 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.	◯ The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate, available technologies, to engage and challenge learners in differentiate 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
◯ 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	◯ 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.	◯ 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
◯ 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.	◯ 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.	◯ 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.

Dispositions Assessment – Rating Scale

Candidate Name: **Evaluators:**   **Date:**

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.

University Supervisor & Mentor Teacher 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**
The Candidate exhibits professional behaviors (on time, professional dress, prepared for teaching, etc.)				
The Candidate self-reflects, self-regulates, and modifies behavior based on feedback.				
The Candidate exhibits integrity and ethical behavior.				
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**
The Candidate exhibits teamwork and collaborates in professional interactions.				
The Candidate takes initiative appropriately.				
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.				
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**
The Candidate treats individuals in an unbiased manner.				
The Candidate supports those around them to be successful.				
The Candidate demonstrates through their actions/interactions that diversity as an asset.				
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**
The Candidate takes responsibility for the learning of those with whom they collaborate or lead.				
The Candidate holds high expectations for stakeholders (e.g., students, peers, faculty, families).				
The Candidate monitors and assesses learning to provide feedback to others and reflect and alter actions individually and as part of a team.				
Comments or notes:				

NOTE to Evaluators : 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.

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