George Mason University
College of Education and Human Development
Teaching Culturally & Linguistically Diverse and Exceptional Learners

EDCI 794.Section 001 – Internship in Education (1-6:1-6:0, Foreign Language and Latin PK-12)
6 Credits, Fall 2023
Monday – Friday 7:30 AM – 4:00 PM Elementary and Secondary School Setting

Faculty

Name:	Dr. Marjorie Hall Haley
Office Hours:	By Appointment
Office Location:	Thompson Rm 1504
Office Phone:	703-993-8710
Email Address:	mhaley@gmu.edu

Prerequisites/Corequisites

The following courses are prerequisites: EDUC 537, EDCI 516, EDCI 520, EDCI 560, EDCI 684, EDRD 620, and EDUC 511 (or EDUC 539). In addition candidates must
1. Be in good academic standing
2. Have satisfactorily completed all coursework in the licensure program
3. Submit scores on:
   a. Praxis I tests for Reading, Writing, and Mathematics
   b. Virginia Communication and Literacy Assessment (VCLA)
   c. ACTFL Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT)

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

University Catalog Course Description

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

Please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: https://www2.gmu.edu/Safe-Return-Campus There is also a special document COVID Syllabus Addendum located in the Syllabus tab.

Course Overview

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

In all cases, the candidate begins by observing and co-teaching and then gradually assumes responsibility for instruction until he or she carries the full teaching load. Toward the end of the assignment, the student gradually returns responsibility for instruction to the classroom teacher. During the transition periods before and after independent teaching, the teacher and the student may co-teach or share responsibility for specific periods or subjects.

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

Course Delivery Method

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

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

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

Learner Outcomes or Objectives

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

Professional Standards (ACTFL/CAEP):
Upon completion of this course, students will have met the following professional standards:
The ACTFL Standards for Pre-K-12 Students
Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
Council for the Accreditation of Educator Preparation (CAEP)
Virginia Standards of Learning (SOLs)

Standard 1: Language proficiency: Interpersonal, Interpretive, and Presentational
1.c. Presents oral and written information to audiences of listeners or readers using language at a minimum level of "Advanced Low"

Standard 3: Language acquisition theories and knowledge of students and their needs
3.a. Demonstrates an understanding of language acquisition and creates linguistically and culturally rich learning environments
Standard 2: Cultures, Linguistics, Literatures, and Concepts from other Disciplines
2.a. Demonstrates target cultural understandings and compares cultures through perspectives, products, and practices of those cultures.

Standard 4: Integration of Standards in Planning and Instruction
4.a. Demonstrates an understanding of the WRSLL and state standards and uses them as the basis for instructional planning.

Standard 5: Assessment of Languages and Cultures – Impact on Student Learning.
Knowledge of assessment models and how to use them appropriately.
5.a. Designs and uses ongoing authentic performance assessments using a variety of assessment models for all learners, including divers students.

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

National Education Technology Standards
Standard 2 - Design and develop digital age learning experiences and assessments
Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-T (NETS-T 2a, 2b, 2c, 2d).
Standard 3 - Model digital age work and learning
Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society (NETS-T 3a, 3b, 3d).
Standard 5 - Engage in professional growth and leadership
Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources (NETS-T 5c).

Recommended Text:

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

Course Performance Evaluation

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

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

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

Target Language Maintenance

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

- **Grading**

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

  The School of Education has approved the following grading policy for EDCI 794, the Teaching Internship:

  1. The grading scale will be _Satisfactory (S), No Credit (NC),_ or _In Progress (IP)_ in accordance with university policy for Internships and GSE policy for counseling and administrative Internships.
  2. The <u>Mentor Teacher and the University Supervisor</u> will determine the interim and final grades jointly after consultation. If the MT & US cannot agree on a final grade, the Director of the Division of Advanced Professional Teacher Development & International Education will determine the grade based on a review of the documentation and, in some cases, observation of the candidate's performance.
  3. A Teacher candidate who receives a total <u>score of less than 3.0</u> on the final four-point _InTASC Scoring Rubric_ or _Analytic Scoring Rubric for Evaluation of FL Teacher Candidate_ <u>will not be recommended for a state teaching license</u> until he/she repeats all or part of the internship with a grade of S (this may require re-enrolling and paying tuition for additional credit hours in a subsequent semester.)
  4. A Teacher candidate whose performance cannot be evaluated at the end of the grading period will receive a grade _of IP_. An _IP_ grade will be changed to _S_ or _NC_ before the beginning of the next semester.
  5. In some cases, a grade of _NC_ may be accompanied by a recommendation that the student not be allowed to repeat the Teaching Internship. In such cases, the student will be counseled out of the licensure program, although not necessarily out of the degree program.
  6. LATE WORK POLICY- At the graduate level all work is expected to be of high quality and submitted on the dates due. _Work submitted late will be considered under evaluation for Professionalism._ If candidates have any extraordinary circumstances that prevent them from submitting work in a timely manner, it is their responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete the work. _It is up to the discretion of the instructor to approve the late/makeup work._
  7. LAPTOP/CELL PHONE POLICY **-** Laptop use is permitted at the discretion of the instructor and for specific purposes as determined by the Mentor Teacher. Cell phones must be turned off/silenced during class periods but may used during breaks. Teacher candidates must follow school site regulations regarding teacher and student use of cell phones and laptops in school and in the classroom.

  At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two

hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

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

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

See the University Catalog for details: http://catalog.gmu.edu/policies/academic/grading/

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. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

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

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

GMU Policies and Resources for Students

Policies

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

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

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

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

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

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

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

For a listing and self-assessment of these dispositions see PROFESSIONALISM in both scoring rubrics – *Analytic Rubric for Assmt. of FL Teacher Candidate & Teacher Candidate Assessment* and in
Blackboard>Organizations> TCLDEL Local Placement> Dispositions Assessment.

SPECIAL ASSISTANCE FOR TEACHER CANDIDATES

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

Some special supports include:

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

Coursework & Part-Time Jobs During the Internship

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

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

Other Requirements

Attendance: Teacher candidates maintain the same schedule as Mentor teachers, with the contract day as the minimum but not the norm. They <u>follow the school's calendar</u>, 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. <u>The Mentor teacher and principal must approve all absences</u> (except emergencies) in advance. <u>The University Supervisor must be notified of all absences as they occur</u>, by email and by phone. <u>Time missed in excess of three days usually must be made up</u> 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 <u>not allowed to be employed (except for On-the-Job Interns) or paid as substitute teachers</u>.

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

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

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

REQUIREMENTS added by VDOE as of July 1, 2017
- o Hands-on training as part of <u>CPR/First Aid/AED certification for internship</u> required before applying for their teaching license.
- o <u>Complete the new VDOE Dyslexia Awareness training module</u> required for teacher licensure.

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

Time	Teacher Candidate (TC)	Mentor Teacher (MT)	University Supervisor (US)
First Placement Prior to First Week	☐ Attend Orientation to meet US and receive materials for MT ☐ Contact schools early to meet principals and MT		☐ Attend Mason orientation to receive manual, assign-ments, and to meet TCs ☐ Communicate expectations
Weeks 1-4	☐ Begin Log of Hours ☐ Attend any orientations to schools and class(es). ☐ Observe and assist MT ☐ Co-plan / Co-teach beginning with 1-2 sections or specific lessons ☐ Prepare 3-ring binder for: • Lesson plans • Journal entries • Log of hours • Completed Informal Observation Reports by MT • Completed Progress Reports -- biweekly with MT • Completed Formal Classroom Observation Reports by US • Completed Summary Observation Report by US • Completed Profile Evaluation Reports by US with MT for midterm and final evaluations • Completed Summary Of Placement by US with MT ☐ Begin Professional Development Portfolio	☐ Conduct school-based orientation ☐ Review student-teaching plan with TC and US ☐ Team plan and co-teach with TC ☐ Conduct Informal Observations ☐ Complete Progress Reports biweekly with TC	☐ Contact MTs to visit sites and to meet principals (both placements) ☐ Clarify procedures with MT ☐ Schedule observations as feasible
Week 4 Quarterly Evaluation	☐ Gradually assume independent teaching ☐ Review Experience Checklist with MT	☐ Continue Informal Observations and Progress Reports with TC ☐ Review Experience Checklist with TC	☐ Conduct formal observation with MT ☐ Check Log of Hours ☐ Confer with TC and MT ☐ Assist TC with development of Portfolio
Week 5-7	☐ Continue independent teaching with gradual return to MT in Week 7	☐ Continue Informal Observations and Progress Reports with MT	☐ Maintain contact with MT and TC
Week 7 Mid-term Evaluation	☐ Collect copies of all reports from US ☐ Continue work on Professional Development Portfolio	☐ Conduct Profile Evaluation and discuss final grade with US ☐ Assist US in completing mid-term evaluations ▪ Teacher Candidate Common Assessment	☐ Conduct Summary Observation Report ☐ Review Profile Evaluation with MT and discuss final grade. ☐ Conduct Summary of Placement with MT ☐ Sign Log of Hours ▪ Teacher Candidate Common Assessment

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

Time	Teacher Candidate (TC)	Mentor Teacher (MT)	University Supervisor (US)
Second Placement Weeks 8-11	☐ Begin Log of Hours (☐ Observe and assist MT ☐ Co-plan / Co-teach beginning with 1-2 sections or specific lessons ☐ Continue to use 3-ring binder for all lesson plans, journal entries, and documents	☐ Conduct school-based orientation ☐ Review student-teaching plan with TC and US ☐ Team plan and co-teach with TC ☐ Conduct Informal Observations ☐ Complete Progress Reports biweekly with TC	☐ Contact MT to visit site and to meet principal (follow up to initial call done at beginning of semester) ☐ Clarify procedures with MT ☐ Schedule observations as feasible ☐ Schedule a mid-semester meeting of TCs (if feasible)
Week 12 Quarterly Evaluation	☐ Gradually assume independent teaching ☐ Contact GMU Academic Advisor and coordinate a time and place (with MT and US) for end of semester presentation of Professional Development Portfolio ☐ Review Experience Checklist with MT	☐ Continue Informal Observations and Progress Reports with TC ☐ Review Experience Checklist with TC	☐ Conduct formal observation with MT ☐ Check Log of Hours ☐ Confer with TC and MT on progress
Week 13-15	☐ Continue independent teaching with gradual return to MT in Week 14 ☐ Complete Professional Development Portfolio	☐ Continue Informal Observations and Progress Reports with TC	☐ Maintain contact with TC and MT

Week 15 End of Internship Evaluation	☐ Collect copies of all reports from US
	☐ Present Professional Development Portfolio to Dr. Haley
		☐ Conduct Profile Evaluation and discuss final grade with US
		☐ Assist US in completing end of semester evaluations
		   ▪ Teacher Candidate Common Assessment
		   ▪ CEHD Dispositions
			☐ Conduct Summary Observation Report
			☐ Review Profile Evaluation with MT and discuss final grade
			☐ Conduct Summary of Placement with MT NOTE: Hours and Grade should reflect CUMULATIVE numbers for the entire 15 week internship
			☐ Sign Log of Hours
			   ▪ Teacher Candidate Common Assessment
			   ▪ CEHD Dispositions

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

Time	Teacher Candidate (TC)	Mentor Teacher (MT)	University Supervisor (US)
1 – 2	Meet MT 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 FL students Arrange to observe in an elementary school if you are teaching at the secondary level (and vice versa) **Complete Bi-Weekly Progress Report**	Orient TC to school Facilitate observations of other teachers and classrooms Provide feedback on lessons created by the Intern **Complete Bi-Weekly Progress Report**	Meet with Intern and MT Schedule observations Explain, clarify, answer questions, especially required documentation
2 – 3 & 11 – 12	Continue drafting lesson plans and getting feedback from MT Schedule Formal Observations **Complete Bi-Weekly Progress Reports**	Provide feedback & suggestions on lesson plans, assessments, & classroom management **Complete Bi-Weekly Progress Reports**	Conduct Formal Observations #1 & 3 **Complete Formal Observation Report**
4 – 8 & 13 – 16	Schedule Formal Observations #3 & 4 **<u>Weeks 4 & 12:</u>** **Complete Bi-Weekly Progress Reports** **Complete Log of Hours & all evaluation forms**	Provide feedback & suggestions on lesson plans, assessments, & classroom management **Complete Bi-Weekly Progress Report, Mid-term or Final Evaluation Rubric, InTASC Rubric, Asmt. of Dispositions with US, and online evaluation forms**	Conduct Formal Observations # 2 & 4 **Complete Formal Observation Report & Complete Mid-Term or Final Evaluation Rubric, InTASC Rubric, Assmt. of Dispositions with MT, and online evaluation forms**

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

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

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

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

George Mason University
School of Education

Profile for Evaluation of CANDIDATE

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

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

Elementary Placement Grade:_____   OR Secondary Placement Grade:_____

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

Analytic Scoring Rubric for Teaching Internship Evaluation

ACTFL/CAEP Standard	Unacceptable (Minimum Evidence) (1)	Unacceptable (Approaches Standard) (2)	Acceptable (Meets Standard) (3)	Target (Exceeds Standard) (4)	Points
Standard 1: Language proficiency: Interpersonal, Interpretive, and Presentational 1.c. Presents oral and written information to audiences of listeners or readers using language at a minimum level of "Advanced Low"	ACTFL OPI & WPT scores at Intermediate High or lower	ACTFL OPI & WPT scores at Intermediate High	ACTFL OPI & WPT scores at Advanced Low	ACTFL OPI & WPT scores above Advanced Low	____ / 4
Standard 2: Cultures, Linguistics, Literatures, and Concepts from other Disciplines 2.a. Demonstrates target cultural understandings and compare cultures through perspectives, products, and practices of those cultures	does not make connections among the cultural perspectives and products in lesson planning and instructional practices.	makes vague connections among the cultural perspectives and products in lesson planning and instructional practices.	makes some connections among the cultural perspectives and products in lesson planning and instructional practices.	makes clear and strong connections among the cultural perspectives and products in lesson planning and instructional practices. Lessons provide language learners with opportunities to critically analyze cultural differences, challenge preconceived notions and cultural stereotypes, and to gain global perspectives.	____ / 4
Standard 3: Language acquisition theories and knowledge of students and their needs 3.a. Demonstrates an understanding of language acquisition and creates linguistically and culturally rich	does not exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. Does not illustrate an ability to connect theory to practice. Does not demonstrate a connection between	does not exhibit sufficient awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. Does not illustrate strong ability to connect theory to practice.	exhibits an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. Draws	exhibits ease and flexibility in applying language acquisition theories to instructional practice. Uses a wide variety of strategies to meet the linguistic needs of K-12 students at various developmental levels. Exhibits originality in the planning,	____ / 4

learning environments	student learning and the use of instructional strategies.	Does not demonstrate a connection between student learning and the use of instructional strategies.	knowledge of theories in designing teaching strategies that facilitate language acquisition	creation, and implementation of instructional strategies that reflect language acquisition theories.	
Standard 4: Integration of Standards in Planning and Instruction, and Use of Instructional Resources **4.a. Demonstrates an understanding of the WRSLL and state standards and use them as the basis for instructional planning**	does not create a learning scenario with evidence of incorporating SFLL and state standards in designing daily and unit plans. Does not provide evidence of reflection, assessment, or accommodations for diverse learners.	creates at least one learning scenario with one or two of the goal areas, SFLL, and state standards in designing daily and unit plans. Incorporates assessment but does not include accommodations or reflection for diverse learners.	creates some learning scenarios with the goal areas, SFLL, and state standards in designing daily and unit plans. Incorporates assessment and accommodations for diverse learners, includes limited reflection.	creates several learning scenarios with the goal areas, SFLL, and state standards in designing daily and unit plans. Incorporates reflection, assessment, and accommodations for diverse learners.	____ / 4
4.c. Uses the WRSLL and the state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication	does not design learner-centered activities around adapting materials and resources that are standards-based and age appropriate. Does not any authentic materials. Does not select or adapt materials that are "real world" and relevant to make standards-based learning engaging. Does not use a range of standards-based materials, resources, and technology applications. Does not select, adapt, and use them in language and content teaching.	designs 1 -2 learner-centered activities around adapting materials and resources that are standards-based and seldom age appropriate. Accesses few sources of authentic materials. Selects and adapts few materials that are "real world" and relevant to make standards-based learning engaging. Uses few standards-based materials, resources, and technology applications. Selects, adapts, and uses a few of them in language and content teaching.	designs some learner-centered activities around adapting materials and resources that are standards-based and sometimes age appropriate. Accesses some sources of authentic materials. Selects and adapts some materials that are "real world" and relevant to make standards-based learning engaging. Uses a range of standards-based materials, resources, and technology applications. Selects, adapts, and uses some of them in effective language and content teaching.	designs numerous learner-centered activities around adapting materials and resources that are standards-based and age appropriate. Accesses multiple sources of authentic materials. Selects and adapts materials that are "real world" and relevant to make standards-based learning engaging. Use a wide range of standards-based materials, resources, and technology applications. Selects, adapts, and uses them in effective language and content teaching.	____ / 4
Standard 5: Assessment of Languages and Cultures – Impact on Student Learning Knowledge of assessment models and how to use them appropriately **5.a. Designs and uses ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students**	does not describe an integrated system of formative and summative assessments that measure development of target language proficiency. Does not include any -designed assessments. Does not include a plan for adapting assessments for students with special needs. Does not provide any samples of integrated performance assessments or scoring rubrics.	attempts to describe an integrated system of formative or summative assessments that measure development of target language proficiency. Includes at least 1 -designed assessment. Includes ideas for adapting assessments for students with special needs. Provides samples of integrated performance assessments but without scoring rubrics.	describes an integrated system of formative and summative assessments that measure development of target language proficiency. Includes at least 3 -designed assessments. Includes a plan for adapting assessments for students with special needs. Provides samples of integrated performance assessments and scoring rubrics.	describes a comprehensive integrated system of formative and summative assessments that measure development of target language proficiency. Includes several -designed assessments. Includes a plan and samples of adapting assessments for students with special needs. Provides samples and analyses of integrated performance assessments and scoring rubrics. Shows how assessment results were used to improve future instruction.	____ / 4
Standard 6: Professional development, advocacy, and ethics **6.a. Engages in ongoing professional development**	does not participate in a learning community or plan for continued professional growth. Does not use print (journals) or technology resources. Plans for continued professional growth. Has not	does not participate in a learning community but plans for continued professional growth. Uses one print (journal) and technology resources. Plans for continued	sometimes participates in a learning community and plans for continued professional growth. Uses some print (journals) and technology resources.	regularly participates in a learning community and plans for continued long-range professional growth. Uses numerous print (journals) and technology resources. Plans for	____ / 4

opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.	considered developing a plan.	professional growth. Is considering developing a plan to then share with other teacher s for feedback.	Plans for continued professional growth. Develops a plan. Shares plan with teachers, mentors, and other teacher s for feedback.	continued professional growth. Develops a comprehensive plan. Shares plan with teachers, mentors, and other teacher s for feedback. Engages in meaningful collaboration and self-regulation as a result of membership in various professional learning communities.	
Total					____ / 28

CLASSROOM MANAGEMENT AND STUDENT BEHAVIOR

Performance Rating Scale
4 = Excellent (Frequent) 3 = Competent (Consistent)   2 = Minimal   1 = Unsatisfactory   N/O = Not observed

Rating

1. Keeps records of students' progress and problems; evidence shown/provided.   _____

2. Motivates student learning through interesting and challenging activities.   _____

3. Creates an orderly and supportive environment by establishing routines.   _____

4. Demonstrates courtesy and caring in relationships with students.   _____

5. Manages time, space, and materials to keep students productively involved in learning.   _____

6. Demonstrates ability to manage two or more classroom activities simultaneously, with evidence of attention to each.   _____

7. Guides student behavior and moral development through an emphasis on personal responsibility for the common good.   _____

8. Manages behavior in a firm and fair manner.   _____

9. Establishes and maintains an open line of communication with students.   _____

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

_____
Mentor teacher   Date

_____
University Supervisor   Date

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

_____
Candidate   Date

_____
Principal (or Designee)   Date

The information on this form becomes part of the student's confidential record, and is not provided to prospective employers by the Graduate School of Education except through the grade on a transcript or in employment recommendations requested by the student.

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

Introduction

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

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

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

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

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

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

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

Portfolio Contents and Format

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

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

Recommended Format:

TITLE PAGE

TABLE OF CONTENTS

Candidate Resume

SECTIONS I-VII:

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

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

❖ **Required Reflection** on the candidate's beliefs about strong language proficiency in the target language and how their knowledge of linguistics and language comparisons informs their classroom practice.

❖ **Required item for inclusion:**
ACTFL OPI score (or other language proficiency score recognized by individual's institution)

❖ **Suggested additional items for inclusion**
- Evidences of a candidate's participation in immersion experiences
- Performance-based project in linguistics (from a course or other method of providing evidence of knowledge of linguistic elements of the TL – this may be from a candidate's undergraduate program) that demonstrates a good understanding of the target language system
- Video tape of teaching, evidence of use of target language, with reflection

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

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

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

❖ **Required for Inclusion:**

- Praxis II score (where applicable – French, Spanish, German)

- Evidence selected by the candidate to show knowledge of the target language culture and literature (see below for suggestions)

❖ **Suggested additional items for inclusion**:

- List of courses taken in the target language and its culture (undergraduate and/or graduate level should be included) may be included as partial evidence for this section, plus a selection of the following:

- Examples of service learning projects, particularly evidencing use of the target language, and with reflection on the role of culture in the language classroom, and teacher's role in promoting deep cultural understanding and incorporating social justice

- Course/knowledge-based evidences in the target language from literature and Culture related classes, as identified by candidate's program requirements – sample of papers

- Examples of lesson plans or authentic realia prepared by candidate that provide evidence of candidate's application of cultural knowledge to

  instruction and the incorporation of standards into their practice

- Example of how the candidate teaches literature and reading in the TL (may include a reflection on student discourse and interaction in the target language

- Other, as identified by candidate's teacher education program

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

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

❖ **Required Reflection** on connection of SLA theories to classroom practice that includes the incorporation of the ACTFL Student Standards, target language input and usage, and how instructional practices meet the needs of diverse learners

❖ **Required entry**: Language Analysis Project (course based product), or other evidence of application of language acquisition theories

❖ **Suggested Items for Inclusion:**
   • Excerpts from lesson plans or classroom activities that show how the teacher uses knowledge of SLA theory to inform his/her practice – this should include a unit or lesson design with reflection (teach and reflect model)

   • Linguistics project the target language

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

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

❖ **Required Reflection:** Describes a classroom scenario that illustrates the integration of standards into teaching.

Explains the rationales used for the selection of materials used in the lesson.

- ❖ **Required Entry:** Unit Lesson Plan clearly connected to
  Standards with integration of culture; instructional design example appropriate to students' stages of development, learning styles, strengths, and needs, and should include appropriate assessments and scoring rubrics that demonstrate this alignment

- ❖ **Suggested Additional Items for Inclusion**
  - Instructional materials and authentic realia developed by the intern that connect to/align with the Standards
  - Textbook evaluation that includes reflection on, or discussion of, text and Standards (national, state, local)
  - Evidence of adaptations or accommodations to these lesson plans for various learning styles, abilities, instructional levels, interests, and needs of students taught
  - Student work samples and products, with permission, may be included with the unit/lesson plan
  - Photographs of classroom activities, video or video clip of classroom interactions, including teacher's and students' use of the target language
  - Other course/program requirements, as identified by the candidate's teacher education program

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

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

- ❖ **Required Reflection** on candidate's beliefs about assessment and its role in instruction and learning, how assessment impacts student learning, and in what ways candidates believe the evidences in this section demonstrate their knowledge in multiple ways. Impact on student learning should be clearly included.

- ❖ **Required Item:** Assessment that includes description, student data, and reflection by candidate on pre- and post-lesson learning and assessment; must include an analysis of results of assessment and impact on student learning and future direction of classroom practice as a result of the assessment.

- ❖ **Suggested Additional Items for Inclusion:**
  - Examples of integrated assessments that provide evidence that the candidate understands ongoing assessment and can implement multiple ways of assessment that are age- and level-appropriate.

  - Evidence that candidates can interpret and report results of assessment and provide for feedback and discussion.

  - Compilation of several assessment techniques used for authentic and performance-based assessment in the classroom

  - Case study of an individual, with summary of assessment strategies

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

VI. **Technology**
     ISTE Standard 1

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

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

- ❖ **Suggested Items for Inclusion at the choice of the candidate:**
  - Compilation of web sites used for professional research or class preparation

  - Examples of different types of technology used in the classroom to enrich learning opportunities (i.e. WebQuests, lists of web sites used for self and with students, software programs, videos)

  - Example(s) of web based homework site, or course communication site used for course facilitation (e.g., Blackboard or Web CT)

- Example of a lesson plan or other learning activities that incorporate technology

- Student products - with appropriate permission – created using technology and/or multimedia

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

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

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

PORTFOLIO EVALUATION: HOLISTIC SCORING RUBRIC

Teacher Candidate:_____ **Date:**_____

University Professor:_____

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

_____TITLE PAGE   _____TABLE OF CONTENTS   _____CANDIDATE RESUME

SECTIONS I-VII:

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

❖ **Required Reflection** on the candidate's beliefs about strong language proficiency in the target language and how their knowledge of linguistics and language comparisons informs their classroom practice.

❖ **Required item for inclusion:**
ACTFL OPI score (or other language proficiency score recognized by individual's institution)

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

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

❖ **Required for Inclusion:**

- Praxis II score (where applicable – French, Spanish, German)

- Evidence selected by the candidate to show knowledge of the target language culture and literature (see below for suggestions)

_____**III. Language Acquisition Theories and Knowledge of Students and Their Needs**

ACTFL/CAEP Standard 3

- ❖ **Required Reflection** on connection of SLA theories to classroom practice that includes the incorporation of the ACTFL Student Standards, target language input and usage, and how instructional practices meet the needs of diverse learners

- ❖ **Required entry**: Language Analysis Project (course based product), or other evidence of application of language acquisition theories

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

- ❖ **Required Reflection:** Describes a classroom scenario that illustrates the integration of standards into teaching. Explains the rationales used for the selection of materials used in the lesson.

- ❖ **Required Entry:** Unit Lesson Plan clearly connected to
Standards with integration of culture; instructional design example appropriate to students' stages of development, learning styles, strengths, and needs, and should include appropriate assessments and scoring rubrics that demonstrate this alignment

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

- ❖ **Required Reflection** on candidate's beliefs about assessment and its role in instruction and learning, how assessment impacts student learning, and in what ways candidates believe the evidences in this section demonstrate their knowledge in multiple ways. Impact on student learning should be clearly included.

- ❖ **Required Item:** Assessment that includes description, student data, and reflection
by candidate on pre- and post-lesson learning and assessment; must include an analysis of results of assessment and impact on student learning and future direction of classroom practice as a result of the assessment.

_____**VI. Technology**

ISTE Standard 1

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

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

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

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

Internship Evaluation Rubric

This rubric describes the clinical experience performance standards for teacher candidates in the College of Education and Human Development (CEHD) at George Mason University. The evaluation will be completed by the mentor teacher, university supervisor/clinical coach, and the teacher candidate prior to a conference where one composite score is agreed upon and submitted through CEHD's online assessment system. 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 the university supervisor/clinical coach and Program Coordinator.

This instrument draws on in-service teaching standards, the Interstate Teacher Assessment and Support Consortium (InTASC) 2013 Standards. Embedded within the Council for the Accreditation of Educator Preparation (CAEP) 2022 Standards, the InTASC Standards guide Virginia pre-service teacher education programs, as the Commonwealth of Virginia requires all educator preparation programs to be accredited by CAEP. Rubric rows have been developed to assess each InTASC Standard. This assessment also aligns with the expectations of practicing teachers in Virginia, the Virginia Board of Education Uniform Performance (VUPS) 2021 Standards for Teachers.

Standards Assessed
Interstate Teacher Assessment and Support Consortium (InTASC) 2013 Standards:
- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Council for the Accreditation of Educator Preparation (CAEP) 2022 Standards:
- R1.1 The Learner and Learning, R1.2 Content; R1.3 Instructional Practice, R1.4 Professional Responsibility

Virginia Board of Education Uniform Performance (VUPS) 2021 Standards for Teachers:
- 1, 2, 3, 4, 5, 6, 7

Virginia Standards of Learning and the Virginia Essentialized 2022 Standards of Learning:
- Content-Specific Tests

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.**

InTASC 1 – Learner Development (Aligned with CAEP R.1.1; VUPS 1)

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		

Questions for Reflection (Elementary Education):
1. **Does the Candidate's planning demonstrate an understanding of typical development—social, physical, cognitive, emotional?**
2. **What has the Candidate done to find out the students' prior knowledge, understandings, and skills?**
3. **Did the Candidate "know the audience" and develop instruction based on this knowledge?**

InTASC 2 – Learner Differences (Aligned with CAEP R1.1; VUPS 3)

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

Questions for Reflection:
1. **Has the Candidate developed an understanding of the students' previous experiences, interests, and cultural background?**
2. **Has an attempt been made to link content to other subject areas, including real life and relevant examples?**
3. **Has the Candidate gathered cultural and linguistic information about his/her students using a variety of methods?**

InTASC 3 – Learning Environment (Aligned with CAEP R1.1; VUPS 5)

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		

Questions for Reflection:
1. Does the Candidate develop a psychological environment that respects each student's individuality and culture?
2. Does Candidate create a climate for learning that is positive and supportive?
3. Does the Candidate create a safe physical and psychological environment within the context of the cooperating teacher's classroom?
4. In what ways does the Candidate help the students feel equally valued in the classroom? Does the Candidate create an environment where students treat each other fairly and respectfully?
5. Is there evidence of established routines and procedures that help the Candidate maximize the time available for instruction (i.e., is the majority of time devoted to learning activities opposed to managerial or behavior interruptions)?
6. If a non-instruction interruption occurs, does the Candidate resume instruction efficiently and quickly?
7. Do all students appear to be on task and engaging in meaningful instructional activities?

InTASC 4 – Content Knowledge (Aligned with CAEP R1.2; VUPS 1; SOL and VESOL)

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		

Questions for Reflection
1. **Does the Candidate have a thorough understanding of the content?**
2. **Does the Candidate have a thorough understanding of the skills associated with the content?**
3. **Does the Candidate relate content to students' background knowledge and experiences?**

InTASC 5 -- Innovative Applications of Content Knowledge (Aligned with CAEP R1.2; VUPS 3)

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

Questions for Reflection:
1. **Has the Candidate considered whether technology will enhance learning and/or make them more effective or efficient in teaching? 2. If using technology is appropriate, has the Candidate identified the most effective technology to use?**
2. **Has the Candidate encouraged collaboration among students?**

InTASC 6 – Assessment (Aligned with CAEP R1.3; VUPS 4)

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		

Questions for Reflection:
1) Does the Candidate select the most appropriate form of assessment?
2) Are the questions, activities, and assessments aligned to the lesson content?
3) Is the plan for assessment sufficiently systematic to provide the teacher with useful information about the extent to which learning outcomes have been met?
4) Is the assessment appropriate for all students in the class?
5) How does the Candidate monitor student understanding and make adjustments during the lesson?

InTASC 7 -- Planning for Instruction (Aligned with CAEP R1.3; VUPS 2)

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		

Questions for Reflection:
1) Does the Candidate clear measurable objective(s)
2) Does the Candidate set a purpose and rationale for lessons?
3) Is there evidence that the Candidate differentiates instruction based on student instructional needs (e.g., homogeneous small groups, individualized instruction, etc.)?
4) In planning, has the candidate identified points where modifications can be made to adjust pacing and transitions?
5) Are the questions, activities, and assessments aligned to the lesson content?

InTASC 8 -- Instructional Strategies (Aligned with CAEP R1.3; VUPS 3)

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		

Questions for Reflection:
1. Is there evidence that the Candidate has incorporated examples and instructional materials that reflect the background and experiences of individual students?
2. Does the Candidate integrate flexible groupings of students according to learning needs and provide appropriately leveled activities (e.g., books at their instructional level) per group?
3. Does the Candidate use available technology when appropriate to enhance (a) lesson delivery and (b) student learning? 2. Does the Candidate give students opportunities to use technology to enhance their learning?
4. Does the Candidate provide students with tools, help, and guidance to effectively use technology?
5. Does the Candidate create opportunities for meaningful discussions during which students are predominantly speaking?

InTASC 9 – Professional (Aligned with CAEP R1.4; VUPS 6)

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		

Questions for Reflection (Elementary Education):
1. **Does the student teacher identify his or her strengths and adjust or modify subsequent teaching techniques as a result of reflection and feedback?**
2. Does the student teacher show initiative in seeking professional resources and incorporate what they learn?
3. Does the student teacher go beyond information in the classroom to continue to grow professionally?
4. Does the student teacher exhibit professional behaviors (attendance, dress, meets deadlines, confidentiality) that actively enhance his or her ability to fulfill other professional responsibilities?
5. Does the student teacher continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community?

InTASC 10 Leadership and Collaboration (Aligned with CAEP R1.4; VUPS 7)

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.

Questions for Reflection:
1. **Does the candidate seek opportunities to build relationships with families, communities, colleagues, and other professionals?**
2. **Does the candidate consult with educational specialists, parents, and community resources to learn how to work with specific students?**
3. **Does the candidate use culturally responsive resources to strengthen relationships and learning experiences?**

*Some content adapted from the STAR Evaluation developed by Emporia State.

Assessment of Dispositions

Candidate Name:_____   **Course/Section:__*EDCI 794 – 001 – FL***
Tchg Internship
Assessors:_____   **Date Assessed:**_____

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

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

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

What each Rating Means
A score of 4-Consistently Evident is a rating for candidates who exhibit behaviors <u>beyond the expectations of candidates at this point in their programs</u>.
<u>A score of 3 (Often Evident) is the *target* score</u>.
A score of 2 (Occasionally Evident) should be viewed as a "teachable moment" for the assessor. The assessor <u>should meet with the candidate to clarify expectations and discuss what behaviors were observed</u> that warranted a score of 2. (See the Educator Preparation Office (EPO) website at https://cehd.gmu.edu/epo/ for specific information related to this process.)
A <u>single score of 1 (Rarely Evident) will require the creation of a Disposition Development Plan to assist the candidate in improving dispositions</u>. (See the EPO website at https://cehd.gmu.edu/epo/ for a copy of the Plan.) For further direction and specifics related to

how the dispositions are assessed in your program, please contact your Academic Program Coordinator, Course Lead, Assessor, or the Educator Preparation Office at 703-993-5899.

Rating Guidelines

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

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

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

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

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

	Consistently Evident	Often Evident	Occasionally Evident	Rarely Evident	Not Applicable
1. Openness to Feedback _Is receptive to constructive criticism/growth-producing feedback_ _Self-regulates and modifies professional behavior based on feedback_ _Seeks opportunities for professional growth to improve practice_ _Acts on feedback toward improvement_	4	3	2	1	☐
2. Continuous Improvement/ Change Orientation _Takes initiative appropriately_ _Seeks opportunities for continual improvement and change_ _Seeks evidence for use in decision making_ _Is willing to take appropriate risks/try new things_	4	3	2	1	☐
3. High Expectations for Learning _Takes appropriate responsibility for student learning_ _Holds high expectations for all learners_ _Monitors and assesses student learning to provide feedback and alter instruction to improve learning_	4	3	2	1	☐
4. Advocacy _Advocates on behalf of students and families_ _Seeks to understand and address student issues and challenges_ _Shows a genuine interest in others' well-being_ _Seeks to direct students and/or families to needed resources_	4	3	2	1	☐
5. Professionalism _Is punctual and well prepared_ _Exhibits professional demeanor (dress & appearance)_ _Is reliable, responsible_ _Demonstrates respect for students, families, colleagues, and/or property_	4	3	2	1	☐

Uses technology & social media appropriately					
6. Legal and Ethical Conduct *Exhibits integrity and ethical behavior* *Maintains privacy and confidentiality of sensitive information* *Demonstrates fairness and consistency in applying and enforcing rules, policies, and regulations*	**4**	**3**	**2**	**1**	☐

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

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

Please add any relevant comments to the ratings above:

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

Semester/Year _____

Name of FL On-the-Job Intern _____

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

_____

Name of FL Teacher being observed_____

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

_____

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

Date	Time

Signatures

_____   _____

FL Teacher Intern   Date

_____   _____

FL Teacher being Observed   Date

_____   _____

Principal for FL Teacher being observed   Date

For information, please contact Dr. Marjorie Hall Haley at (703) 993-8710 or mhaley@gmu.edu
Updated Fall 2022