

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



Teaching Culturally & Linguistically Diverse & Exceptional Learners Program

EDCI 793 [DL1]
ESOL Internship in Education
6 Credits, Fall 2023
August 21st -December 13th
Asynchronous

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UNIVERSITY CATALOG COURSE DESCRIPTION:

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

PREREQUISITES

Required Prerequisites:

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

UNIVERSITY CATALOG COURSE DESCRIPTION

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

COURSE OVERVIEW

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

EDCI 793, *Internship in Education*, is the final course and culminating experience in Mason's state-approved ESOL teacher licensure program. It provides opportunities for extended practice under the guidance of experienced professionals (Mentor Teachers, MT) from the schools and university (University Supervisor, US – or Course Facilitators, CF). The University Supervisor or Course Facilitator may be full-time or adjunct faculty.

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

COURSE DELIVERY METHOD

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

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

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

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

ESOL teacher in an elementary school during the Teaching Internship. On-the-Job Candidates should make arrangements with their principal or supervisor to complete required observation hours. Hours can be completed by utilizing early release days, planning periods, or by taking leave.

Mason requires 300 clock hours of teaching, including 150 clock hours of direct teaching. This commitment is a full-time, full semester experience. These requirements exceed state licensure requirements. An extended period of supervised teaching provides better preparation and is protection against contingencies such as illness or other interruptions. **Traditional teacher Candidates** are expected to complete the full semester in two different schools (elementary & secondary). The remaining 150 hours must address indirect teaching, such as lesson planning, parent conferences, or attending faculty meetings or professional development sessions. **On-the-job interns** completing 300 hours BEFORE the end of the semester are required to continue in the internship until the last day of the semester; OTJ Candidates are not allowed to conclude the internship before the last day of the university semester.

During the Internship, each candidate will complete a minimum of 150 hours of direct and independent teaching in his/her classroom for each placement (i.e. 75 hours in a K-6 classroom plus 75 hours in a 7-12 classroom for Traditional Interns). For **Traditional Teacher Candidates**, this is an incremental transition of accepting responsibility during the 8-14-week placement in which the Mentor teacher slowly decreases their active role and the candidate takes control of the classroom. Then, as the candidate transitions into the second placement or completion of the Internship, the Mentor teacher will gradually resume full control of the classroom. The Mentor teacher and Teacher candidate will work towards a mutually agreeable schedule to complete the required direct teaching in each placement.

The Traditional Teacher Candidate begins by observing the ESOL teacher and general education or content teachers and co-teaching with any of these teachers. The purpose of conducting preliminary observations in the beginning is to familiarize the candidate with the content of instruction in the ESOL and various content or general education classrooms to see how each teacher differentiates instruction (or does not) for ESOL students, and to introduce the candidate to the nature of learning challenges posed to ESOL students in both ESOL and content-area classrooms (by *shadowing* an ESOL student). *The Traditional Teacher candidate will gradually assume responsibility for each class until he/she carries a full teaching load for a **minimum** of 4 weeks.* Toward the end of the assignment, the Teacher Candidate gradually returns responsibility for instruction of each class to the ESOL teacher. During the transition periods before and after independent teaching, the Mentor Teacher and the Teacher Candidate may co-teach or share responsibility for specific periods or subjects. **Teacher Candidates should always progress at a rate appropriate to their preparedness to assume responsibility for instruction.**

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

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

Teacher Candidates will participate in a Mason-led course throughout the duration of their internship experience. The course will house all of the documentation necessary for the teaching internship, but will also be a place for dialogue, workshoping, and reflection.

This university portion of this course will be delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu or gmue.edu) and email password. **The course site will be available on August 17th.**

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

LEARNER OBJECTIVES

This internship is designed to enable Candidates to:

1. Plan and implement a variety of research- and standards-based lessons and instructional activities that meet students’ learning needs
2. Teach the academic language of the content areas
3. Use technology to engage students and promote their learning
4. Use knowledge of students’ native cultures to plan activities that motivate their participation
5. Provide scaffolding for student learning, such as modeling tasks and providing step-by-step directions
6. Check for learner comprehension and identify areas needing more or different instruction
7. Identify productive approaches to managing disruptive or unengaged students
8. Design and use formative, classroom- and performance-based assessments to monitor student learning and direct instruction
9. Engage in self-assessment to identify areas of strength and areas for improvement
10. Use professional behavior to collaborate with a school-based Mentor Teacher, school administrators, and a University Supervisor and respond appropriately to constructive feedback.

PROFESSIONAL STANDARDS (TESOL/CAEP)

InTASC (Interstate Teacher Assessment and Support Consortium) and CAEP (Council for the Accreditation of Educator Preparation) Standards

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

should be present in all teaching environments, regardless of subject or grade level, and serve as a framework for the systematic reform of teacher preparation and professional development programs. The standards aim to provide consistency in teacher education programs across the country in terms of what ESOL teachers need to know and be able to do (i.e., knowledge, skills, and dispositions to effectively teach of culturally and linguistically diverse students).

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

This internship includes two common assessments developed by the College of Education and Human Development to assess Candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our program's performance on national accreditation standards (CAEP).

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

TESOL & NETS Standards

TESOL Standards

Standard 3: Planning and Implementing Instruction

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

Standard 4: Assessment and Evaluation

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

Standard 5: Professionalism and Leadership

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

National Education Technology Standards

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

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

Standard 3 - Model digital age work and learning

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

Standard 5 - Engage in professional growth and leadership

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

REQUIRED TEXTS

There is no required text for this course.

EXPECTATIONS FOR PARTICIPATION:

This online course is **not self-paced**. You will be expected to complete the tasks in a timely manner according to the course schedule. However, school holidays, professional development days, and so forth may mean that the teacher intern will need to modify the schedule of assignments according to his/her/their school calendar. If such situations arise, the teacher candidate must communicate the needed changes with the university supervisor/course facilitator to create a mutually agreed upon schedule. Teacher Candidates are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates, mentor teacher, university supervisor, and students.

- **Course Week:** This course is asynchronous. Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on **Mondays**, and **finish** on **Sundays**.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be **2** times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly.
- **Workload:** Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus, or make adjustments with consultation with the University Supervisor or Course Facilitator.

- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the university supervisor or course facilitator via telephone or web conference. Students should email the University Supervisor or Course Facilitator to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.
- **Changing to OTJ Internship while in Traditional Internship:** In the event that a traditional teaching candidate is offered a full-time contract position with a local school division during the internship, he/she may **not** switch to an on-the-job (OTJ) internship once the semester has begun. The candidate must withdraw from the traditional internship and may apply for an OTJ internship in a future semester.

TECHNICAL REQUIREMENTS:

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

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

OTHER REQUIREMENTS

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

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

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

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

Professional and Legal Responsibilities: Teacher Candidates are expected to meet professional standards in every respect, including personal appearance and behavior. Personal commitments are no excuse for failing to fulfill all duties and responsibilities of the Teaching Internship. *Outside employment is not allowed during the Teaching Internship.* Teacher Candidates are legally responsible for exercising reasonable care for their ESOL 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 or Course Facilitator submits the Teacher candidate's cumulative folder to the Office of Academic and Student Affairs. After that time, access will be in accordance with the Privacy Act. No materials will be released for employment purposes other than for verification of meeting licensure standards.

Blackboard: Every student registered for any TCLDEL course with a required performance-based assessment is required to post it and be evaluated through Blackboard. In this internship, Candidates will upload required documentation to Blackboard and will engage in community workshopping and reflection activities here, as well. Failure to submit required documentation to Blackboard will result in the instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Additional REQUIREMENTS by VA Department of Education: The Virginia Department of Education currently requires that all Teacher Candidates also complete the following training:

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

COURSE PERFORMANCE EVALUTION

Teacher Candidates are expected to submit all evaluation documentation on time and in the manner outlined in the TCLDEL Teaching Internship Manual.

GRADING POLICY

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

1. **The grading scale will be S (Satisfactory/Passing), NC (No Credit/Fail), or IP (In Progress)** in accordance with GMU policy for student teaching and SOED policy for counseling and administrative internships.
2. The Mentor Teacher(s) and the University Supervisor or Course Facilitator shall determine the interim and final grades jointly after consultation. If they cannot agree, the Director of Student and Faculty Services will determine the grade based on a review of the documentation and, in some cases, observation of the Teacher Candidate's performance.
3. A graduate Teacher Candidate who receives a No Credit grade will not be recommended for teacher licensure unless he/she repeats all or part of the experience with satisfactory performance. (This may require enrolling and paying tuition for additional credit hours in a subsequent semester or paying a fee for extended supervision.) Permission for repeating the student teaching experience must be applied for and granted by the university.
4. Any Teacher Candidate whose performance cannot be evaluated at the end of the grading period will receive a grade of IP (In Progress). An IP grade shall be changed to Satisfactory or No Credit for graduate students upon completion of requirements - usually before the beginning of the next semester.
5. In some cases, a grade of No Credit may be accompanied by a recommendation that the student not be allowed to repeat the student teaching experience. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.

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

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

VIA Performance-Based Assessment Submission Requirement:

Every student registered for any TCLDEL course with a required performance-based assessment is required to submit the following assessments: ESOL Internship Evaluation and InTASC Rubric to VIA through Blackboard. Failure to submit the assessments to VIA (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required VIA submission, the IN will convert to a NC nine weeks into the following semester.

HONOR CODE & INTEGRITY OF WORK

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

Violations of the Honor Code include:

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

LATE WORK POLICY

At the graduate level, all work is expected to be of high quality and submitted on the dates due. Because we live in uncertain times, if you have any extraordinary circumstances that prevent you from submitting your work in a timely manner, it is your responsibility to contact the University Supervisor or Course Facilitator as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve late/makeup work.*

INCOMPLETE (IN):

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

COURSE WITHDRAWAL WITH DEAN APPROVAL:

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean and is permitted only for nonacademic reasons that prevent

course completion (Mason catalog). *Students must contact an academic advisor* in APTDIE to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

PROFESSIONAL DISPOSITIONS:

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

CORE VALUES COMMITMENT:

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

NETIQUETTE:

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

For our class, here are the netiquette guidelines for working and communicating online:

- Do not use offensive language.
- Never make fun of someone's ability to read or write.
- Keep an "open-mind" and be willing to express even your minority opinion.
- Think before you push the "Send" button.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification
- Popular emotions such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.

GMU E-MAIL AND WEB POLICY:

Mason uses electronic mail (www.gmu.edu/email) to provide official information to students.

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

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

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

- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to VIAhelp@gmu.edu or <https://cehd.gmu.edu/aero/VIA>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

COURSE SCHEDULE

Key:

Blue = Reflection topic or workshop sharing to be completed by all students

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

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

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

Purple = Important notes for everyone

Weekly Schedule	Assignment
WEEK 1 Aug.21 st -Aug. 27 th	<p>Reflection Topic 1: Introduce yourself, let everyone know whether you are a traditional student teacher or an OTJ candidate, and describe your classroom, school, and students. Please also let everyone know the grades you are/will be teaching.</p> <p>Review syllabus and deadlines with mentor teacher.</p> <ul style="list-style-type: none"> • Submit Student Placement and Information Sheet
WEEK 2 Aug. 28 th -Sept. 3 rd	<ul style="list-style-type: none"> • Submit first Bi-Weekly Progress Report
WEEK 3 Sapt.4 th -Sept. 10 th	<p>Sharing Workshop 1: First year teaching-Ways to self-care and one's well-being.</p> <ul style="list-style-type: none"> • Submit first Log of Hours
WEEK 4 Sept.11 th -Sept.17 th	<ul style="list-style-type: none"> • Submit second Bi-Weekly Progress Report
WEEK 5 Sept.18 th -Sept.24 th	<ul style="list-style-type: none"> • Submit InTASC Evaluation Form (Midterm for first placement) • Complete first teaching evaluation • Submit ESOL Internship Evaluation Form Observation 1 <p>**reminder for observation sign-up</p>
WEEK 6 Sept.25 th -Oct.1 st	<p>Sharing Workshop 2: Surviving the first weeks of school-Classroom management in action.</p> <ul style="list-style-type: none"> • Submit third Bi-weekly Report

<p>WEEK 7 Oct.2nd-Oct.8th</p>	<ul style="list-style-type: none"> • Complete second teaching evaluation • Submit ESOL Internship Evaluation Form – Observation 2 • Complete first teaching evaluation • Submit ESOL Internship Evaluation Form – Observation 1
<p>WEEK 8 Oct.9th-Oct.15th</p>	<p>Reflection Topic 2: How have you grown as a teacher so far in these 8 weeks? Important strategies to know by now.</p> <ul style="list-style-type: none"> • Submit second Log of Hours • Submit InTASC Internship Evaluation Form (Final for first placement) • Submit Summary of Placement, Supervisors, Hours, and Final Grade
<p>WEEK 9 Oct.16th-Oct.22nd</p>	<ul style="list-style-type: none"> • Review syllabus and deadlines with mentor teacher • Submit InTASC Internship Evaluation Form – Midterm
<p>WEEK 10 Oct.23rd-Oct.29th</p>	<p>Sharing Workshop 3: Ways to designing lesson plans and how to stay on your toes in the first year of teaching</p> <ul style="list-style-type: none"> • Submit fourth Bi-Weekly Progress Report
<p>WEEK 11 Oct.30th-Nov.5th</p>	<p><u><i>If you're ready</i></u></p> <ul style="list-style-type: none"> • Complete third teaching observation OR submit third set of video clips and reflections • Submit ESOL Internship Evaluation Form – Observation 3
<p>WEEK 12 Nov.6th-Nov.12th</p>	<p>Sharing Workshop 4: Classroom management with some quick tips and strategies as a survival kit in your first year teaching.</p> <ul style="list-style-type: none"> • Submit fifth Bi-Weekly Progress Report • Submit third Log of Hours • Complete third teaching observation • Submit ESOL Internship Evaluation Form – Observation 3 • Submit InTASC Internship Evaluation Form (Midterm for second placement)

<p>WEEK 13 Nov.13th-Nov.19th</p>	<p>Reflection Topic 3: Discuss what you know now that you wish you would have known at the beginning of your student teaching or internship experience. What would you have done differently?</p>
<p>Nov.20th-Nov.26th</p>	<p>THANKSGIVING RECESS</p>
<p>WEEK 14 Nov.27th-Dec.3rd</p>	<ul style="list-style-type: none"> • Submit sixth Bi-Weekly Progress Report • Submit fourth Log of Hours • Complete fourth observation • Submit ESOL Internship Evaluation Form – Observation 4 • Submit InTASC Internship Evaluation Form (Final for second placement) • Complete second observation • Submit ESOL Internship Evaluation Form – Observation 2 • Submit Fieldwork Observation Form for 20 hours of fieldwork completed at the Alternative Level
<p>Final Submissions checklist Dec.4th-Dec.10th</p>	<ul style="list-style-type: none"> • Observations’ make-up • Forms’ collection <p>Once you are done with the final observations’ requirements in weeks 13 & 14, please go ahead and submit all required doc for the final week and all required final doc at VIA. Here is a checklist for your final submissions:</p> <p>1. In your assessment tab for VIA, click on it and then submit the following under the appropriate links there:</p> <ul style="list-style-type: none"> • Midterm ESOL evaluation (traditional st-final of first placement) • Final ESOL evaluation (traditional st-final of first placement) • Midterm InTASC assessment (traditional st-final of first placement) • Final InTASC assessment (traditional st-final of second placement) <p>2. In your Blackboard you should submit:</p> <ul style="list-style-type: none"> • fourth Log of Hours • Final ESOL Internship Evaluation • Summary of Placement, Supervisors, Hours, and Final Grade • InTASC Internship Evaluation Forms • <i>OTJ ONLY</i>-Submit the fieldwork log form

DETAILED ASSIGNMENT INFORMATION

Please note: All assignments are due by 11:59 PM EST on the date noted. Please check due dates per each of the following assignments on the main course schedule (*it is your responsibility to manage those dates*).

1. Student Placement and Information Sheet

Each Teacher Candidate will provide the University Supervisor or Course Facilitator with information concerning their placements or internships and Mentor Teacher(s) at the beginning of the semester. This will provide the University Supervisor or Course Facilitator with the correct contact information for all Mentor Teachers, On-Site supervisors, and school placements. This information is extremely important as it will be necessary for the professor to be in contact with the Mentor Teacher and/or the On-Site Supervisor throughout the semester.

Shared Reflections and Workshopping

Teacher Candidates will interact with other Teacher Candidates and the University Supervisor or Course Facilitator through *shared reflections* and *group workshopping* on Blackboard. Each student will be required to submit four reflections and participate in four workshops throughout the semester. Each reflection and workshop will have a specific theme.

Daily Lesson Plans

No instruction should occur without an approved lesson plan. The Teacher Candidate must provide daily lesson plans for review by the Mentor Teacher. The format may be mutually determined by the Teacher Candidate and the Mentor Teacher but should include the elements shown in the Appendices of the Student Teaching Handbook. Lesson plans should also be kept in the journal to be viewed throughout the semester as a means of conducting evaluations by the Mentor Teacher and On-Site Supervisor or University Supervisor. **Due daily to your mentor teacher throughout the semester.** Lesson plans are not submitted to Blackboard, with the exception of lesson plans that accompany formal evaluations.

2. Hours Logs

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

3. Bi-Weekly Progress Reports

Each Teacher Candidate will submit a progress report every two weeks (the forms are available in the Student Teaching Manual). The Teacher Candidate will complete section 1 of the Progress Report detailing the teaching activities for the period. The Mentor Teacher should then complete sections 2 and 3 of the form and sign it. The Teacher Candidate then submits the form to Blackboard.

4. Formal Observations

Teacher Candidates *with two placements* must be observed at least **4** times during their placements by both the Mentor Teacher and the University Supervisor or On-Site Supervisor; **2** times in the first placement and **2** times in the second placement. The evaluation form for ESOL teacher Candidates is provided in the Student Teaching Handbook (ESOL Internship Evaluation Form). Teacher Candidates *with one placement* must be observed at least **2** times during their placements by both the Mentor Teacher and the University Supervisor or On-Site Supervisor

Teacher candidates who have *face-to-face* (or *synchronous virtual*) observations must schedule the lesson to be observed in advance with the Mentor Teacher and University Supervisor. Teacher candidates who have *asynchronous virtual* observations must schedule the lesson to be observed in advance with the Mentor Teacher and On-Site Supervisor. Additionally, *asynchronous virtual* observations must be recorded to be shared with the Course Facilitator.

For each observation, the *face-to-face and synchronous virtual observation* Teacher Candidate will submit the following to Blackboard: lesson plan from the lesson, a one-page reflection on the lesson (highlighting what went well, what did not go as planned, changes you would make in re-teaching the lesson, etc.), and the Evaluation Rubric completed by the Mentor Teacher.

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

At the end of each placement, the Mentor Teacher and the On-site Supervisor or University Supervisor will complete a summary of placement form summarizing your placement experience. This form can be found in the Teacher Candidate Handbook. The form will then be scanned and uploaded onto Blackboard by the Teacher Candidate. This form will be completed twice for Teacher Candidates with two placements and once by Teacher Candidates with on-the-job placements.

6. InTASC Internship Evaluation Form

Teacher Candidates will need to submit this twice during their placements – once halfway through and again at the end. This form is found in the Teacher Candidate Handbook and should be completed by the Mentor Teacher.

7. Fieldwork Observation Form

On-the-Job Teacher Candidates will be required to complete 20 hours of observations at the opposite level of where they are currently working. A log of observation hours will need to be submitted to Blackboard. The log can be found in the Teacher Candidate Handbook. Please ask the

University Supervisor or Course Facilitator if you have any questions about the level you must observe.

8. VIA Evaluations

For EDCI 793, there are two assignments you will need to complete to VIA – the InTASC Common Internship Evaluation (mid and final) and the EDCI 793 ESOL Internship Evaluation-Mid and final (please see below). These assessments are related to the College of Education and Human Development and their use of VIA. For each CEHD course, assignments are being collected for program accreditation and analysis.

- InTASC Evaluation: There is no additional work required. The Teacher Candidate will upload the final InTASC evaluation into VIA.
- ESOL Internship Evaluation forms.

ESOL Internship Evaluation

Mid-Term

FINAL

Name of ESOL Intern: _____

DATE _____

Teaching Skills	1 Does Not Meet Standard	2 Approaches Standard	3 Meets Standard	4 Exceeds Standard
Planning Instruction <i>(TESOL Standards 3a, 3b, 3c)</i>	Plans a teacher-centered classroom, does not differentiate instruction, does not address standards and does not reflect on teaching.	Plans activities that may not be research-based, do not differentiate instruction, or address either ESL or content-based standards, but may not reflect on teaching or make needed adjustments.	Plans research-based classroom activities with some differentiation, bases learning activities on both ESL and content-based standards, provides scaffolding for learning, and reflects on teaching but inconsistently makes necessary adjustments.	Plans developmentally appropriate, research-based instructional activities for multilevel classrooms that are supportive of linguistically and culturally diverse students, including those with special needs, bases learning activities on both ESL and content-based standards, provides a variety of scaffolding for learning, and reflects on teaching and consistently makes necessary adjustments.
Managing & implementing instruction <i>(TESOL Standards 3a, 3b, 3e)</i>	Does not use activities that integrate language skills and content objectives AND does not use digital resources.	Demonstrates a limited range of teaching activities that may address only language objectives OR does not use digital resources.	Demonstrates teaching activities that integrate language skills and content objectives, and uses digital resources to enhance learning.	Demonstrates a range of teaching activities that integrate listening, speaking, reading, and writing with content objectives, uses cooperative learning and a range of digital resource materials effectively, and provides access to the core curriculum.

Classroom Management Skills	Does not show respect for all students, is unable to manage conflicts and disruptive behavior, and applies consequences inconsistently.	Shows respect for all students but is frequently unable to manage conflicts and disruptive behavior and/or applies consequences inconsistently.	Ensures that most students are on task, shows respect for students, but may have problems managing minor conflicts or disruptive behavior effectively or applying consequences consistently, and sets and enforces high expectations.	Ensures that most or all students are on task, shows respect for students, prevents or manages conflicts and disruptive behavior, applies consequences consistently, and sets and enforces high expectations for each student.
Culture (TESOL Standard 3a)	Does not demonstrate knowledge about students' cultural values.	Demonstrates knowledge of students' cultural values and beliefs but does not incorporate these values into lesson plans or instructional activities.	Applies knowledge of students' cultural values and beliefs to promote student learning but may only occasionally integrate these into lesson plans or instructional activities.	Regularly integrates students' cultural values and beliefs into lesson plans and instructional activities to tap prior knowledge and promote student learning.
Classroom-based (formative) Assessment (TESOL Standard 4b)	Does not conduct formative assessments or use performance-based assessment tools.	Uses few formative assessment tasks and tools, or most are not performance-based, or some of these do not provide appropriate scaffolding, and/or does not analyze results to inform instruction.	Designs formative assessment tasks and tools based on classroom instruction but some may not be performance-based or may not provide appropriate or sufficient scaffolding, uses results appropriately to direct instruction.	Designs and administers formative, performance-based assessment tasks and tools based on classroom instruction and curriculum objectives, provides appropriate scaffolding, and uses results appropriately to direct instruction.
Responsibility (TESOL Standards 3d, 5a)	Consistently arrives late, comes unprepared, or does not follow school dress code. Does not participate in after- or before school activities.	May frequently be late or absent or comes unprepared or may not follow school dress code. Does not participate in after- or before school activities.	Arrives consistently on time, comes prepared for the task, and follows school's dress code. May participate in after- or before-school activities.	Arrives consistently early for each class or teacher meeting, comes fully prepared for the task at hand, participates in after- or before - school activities, and follows school's dress code.

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

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

**George Mason University
Internship Evaluation Rubric (InTASC)**

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.**

Construct 1: Learner and Learning

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*

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

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*

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

Optional comments or evidence

Questions for Reflection (Elementary Education):

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
<p><input type="radio"/> The evidence indicates that the Candidate transitions inefficiently between learning activities with some loss of instructional time, monitoring and responding to learner behavior (both positive and negative) in a way that is inconsistent, inappropriate and/or ineffective for meeting classroom and individual learner needs, including in virtual environments.</p>	<p><input type="radio"/> The evidence indicates that the Candidate transitions efficiently and smoothly between learning activities with minimal loss of instructional time, using varied learning situations that includes monitoring and responding to learner behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual learner needs, including in virtual environments.</p>	<p><input type="radio"/> The evidence indicates that the Candidate demonstrates respect for and interest in individual learner's experiences, thoughts and opinions and uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners, including in virtual environments.</p>
Optional comments or evidence		

Questions for Reflection (Elementary Education):

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. Does the Candidate set expectations for behavior based on an understanding of child development? 2. Are expectations for behavior consistently expressed and employed? 3. Does the Candidate respond appropriately when expectations for student behavior are not met? 4. Does the Candidate make intentional effort to support positive behaviors?
6. 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)?
7. If a non-instruction interruption occurs, does the Candidate resume instruction efficiently and quickly?
8. Do all students appear to be on task and engaging in meaningful instructional activities?

Construct 2: Content

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*

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

Questions for Reflection (Elementary Education):

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 it appear that students understand and are engaged with the content?
4. Does the Candidate present content using clear language that seems to make sense to students and results in little confusion? (If students are confused, student teacher is able to present content in a different way so that it makes sense to students).
5. 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
<input type="radio"/> The evidence indicates that the Candidate implemented teacher-directed lessons with limited use of problem solving and/or did not explore content through real-world and cross-curricular connections.	<input type="radio"/> The evidence indicates that the Candidate used collaborative problem solving as a way to explore content that includes learner-led learning activities including cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking by the learners.	<input type="radio"/> The evidence indicates that the Candidate used collaborative problem solving as a way to explore content with the majority of instruction being learner-led learning activities including real-world and cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking by the learners leading to a higher level of learner understanding of content.
Optional comments or evidence		

Questions for Reflection (Elementary Education):

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 engaged learners in critical thinking and problem-solving activities?
3. Has the Candidate encouraged collaboration among students?

Construct 3: Instructional Practices

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

Optional comments or evidence

Questions for Reflection (Elementary Education):

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?
6. Does the Candidate give frequent meaningful, substantive, and specific feedback for all students?
7. Does the Candidate differentiate assessment based on student learning needs?
8. Does the Candidate use a variety of assessment strategies including observation, documentation, and assistive technology when appropriate for data collection?
9. What documentation of student learning is the Candidate able to provide? Can the Candidate interpret the documentation? Does the Candidate use the documentation to plan future lessons?
10. Does the student teacher maintain accurate records of student performance (by recording grades, charting progress, maintaining portfolios, etc.)?

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
<p><input type="radio"/> The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with standards and/or use of prior knowledge.</p>	<p><input type="radio"/> The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives that used appropriate scaffolds and differentiation that address learner needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies aligned with standards, including College- and Career-Ready Skills, and connects to future learning.</p>	<p><input type="radio"/> The evidence indicates that the Candidate planned challenging activities using learner appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that aligned with multiple standards, including College- and Career-Ready Skills, clearly connects to the range of previous and future learning.</p>
Optional comments or evidence		

Questions for Reflection (Elementary Education):

1. Does the Candidate a clear measurable objective(s)
2. Does the Candidate set a purpose and rationale for lessons?
3. Does the Candidate document the specific SOLs addressed for daily lessons? Can the Candidate explain what the essential content is for his/her lessons?
4. Has the Candidate planned a variety of developmentally appropriate activities which reflect the diverse needs of all learners?
5. Is there evidence that the Candidate differentiates instruction based on student instructional needs (e.g., homogeneous small groups, individualized instruction, etc.)?

6. In planning, has the student teacher identified points where modifications can be made to adjust pacing and transitions?
7. 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
<input type="radio"/> The evidence indicates that the Candidate used limited instructional strategies that did not allow for differentiated learning situations and/or did not use at least one available technology to engage and challenge learners.	<input type="radio"/> The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate, available technologies, to engage and challenge learners in differentiated learning situations.	<input type="radio"/> The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate, available technologies, to engage and challenge learners in differentiated learning situations allowing all learners to take ownership of their learning.
Optional comments or evidence		

Questions for Reflection (Elementary Education):

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? 3. Does the Candidate provide students with tools, help, and guidance to effectively use technology?
4. Does the Candidate ask a variety of questions that require high levels of thinking and meaningful responses from students?
5. Does the Candidate create opportunities for meaningful discussions during which students are predominantly speaking?

Construct 4: Professional Responsibility
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
<input type="radio"/> The evidence indicates that the Candidate did not participate in professional development; participated in professional development not relevant to needs identified through ethical and responsible self-reflection	<input type="radio"/> The evidence indicates that the Candidate used self-reflection to identify professional development opportunities relevant to learning and applied activities in their teaching in an ethical and responsible manner.	<input type="radio"/> The evidence indicates that the Candidate consistently used self-reflection to identify professional development opportunities relevant to improving teaching and learning for specific groups of learners and successfully made systematic application of activities in their teaching in an ethical and responsible manner.
Optional comments or evidence		

Questions for Reflection (Elementary Education):

- Does the student teacher identify his or her strengths and adjust or modify subsequent teaching techniques as a result of reflection and feedback?
- Does the student teacher show initiative in seeking professional resources and incorporate what they learn?
- Does the student teacher go beyond information in the classroom to continue to grow professionally?
- Does the student teacher exhibit professional behaviors (attendance, dress, meets deadlines, confidentiality) that actively enhance his or her ability to fulfill other professional responsibilities?
- 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.

Optional comments or evidence

Questions for Reflection (Elementary Education):

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

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