

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



Teaching Culturally & Linguistically Diverse & Exceptional Learners Program

794.001

Foreign Language and Latin K-12 Internship in Education

6 Credits, Fall 2024

August 26 -December 18th

Asynchronous

Faculty: Nora El-Bilawi, Ph.D.

Office Hours: By appointment

Phone: 703.991.9261

Email: nelbilal@gmu.edu

Meeting Location: Zoom-online

PREREQUISITES

Required Prerequisites:

The following courses are prerequisites: EDUC 537, EDCI 516, EDCI 520, EDCI 560, EDCI 684, EDRD 620, and EDUC 511. 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) Virginia Communication and Literacy Assessment (VCLA)

b) 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

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 794, *Internship in Education*, is the final course and culminating experience in Mason's state-approved Foreign/World Language (FL) program 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 Foreign/World Language (FL) program 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 FL 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 FL 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 FL 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 FL 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 FL and various content or general education classrooms to see how each teacher differentiates instruction (or does not) for FL students, and to introduce the candidate to the nature of learning challenges posed to FL students in both FL and content-area classrooms (by *shadowing* an FL 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 FL 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, workshopping, 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 20th.**

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 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 diverse 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).

REQUIRED TEXTS

There is no required text for this course.

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.

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.

COURSE PERFORMANCE EVALUATION

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

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.)

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	ACTFL & CAEP – 3, 4, 5,6
Evaluated Lessons	ACTFL & CAEP 3, 4, 5 NETS - T 5
FL Internship Evaluation - Mid-Term & Final	ACTFL & CAEP 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 FL 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: Foreign/World Language 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.

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 workshoping 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).

GRADING POLICY

The School of Education has approved the following grading policy for EDCI 794.

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.

Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

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. 26 th -Sept. 1 st	<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 Sept. 2 nd -Sept. 8 th	<ul style="list-style-type: none"> • Submit first Bi-Weekly Progress Report
WEEK 3 Sept. 9 th -Sept. 15 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. 16 th -Sept. 22 nd	<ul style="list-style-type: none"> • Submit second Bi-Weekly Progress Report
WEEK 5 Sept. 23 rd -Sept. 29 th	<ul style="list-style-type: none"> • Submit InTASC Evaluation Form (Midterm for first placement) • Complete first teaching evaluation • Submit FL Internship Evaluation Form Observation 1 <p>**reminder for observation sign-up</p>
WEEK 6 Sept. 30 th -Oct. 6 th	<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.7th-Oct.13th</p>	<ul style="list-style-type: none"> • Complete second teaching evaluation • Submit FL Internship Evaluation Form – Observation 2 • Complete first teaching evaluation • Submit FL Internship Evaluation Form – Observation 1
<p>WEEK 8 Oct.14th -Oct.20th</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.21st -Oct.27th</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.28th -Nov.3rd</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 FL Internship Evaluation Form – Observation 3
<p>WEEK 12 Nov.4th -Nov.10th</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 FL Internship Evaluation Form – Observation 3 • Submit InTASC Internship Evaluation Form (Midterm for second placement)

WEEK 13 Nov.11 th -Nov.17 th	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?
WEEK 14 Nov.18 th -Nov. 24 th	<ul style="list-style-type: none"> • Submit sixth Bi-Weekly Progress Report • Submit fourth Log of Hours • Complete fourth observation • Submit FL Internship Evaluation Form – Observation 4 • Submit InTASC Internship Evaluation Form (Final for second placement) • Submit summary of placement 2 • Complete second observation • Submit FL Internship Evaluation Form – Observation 2 • Submit Fieldwork Observation Form for 20 hours of fieldwork completed at the Alternative Level • Submit summary of placement
WEEK 14 Nov.25 th -Dec.1 st	THANKSGIVING BREAK
Week 15 Dec.2 nd -Dec.8 th	Observations’ make-ups
Final Submissions Dec. 9 th - Dec. 18th	<p><u>Checklist</u></p> <ul style="list-style-type: none"> • 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 FL evaluation (traditional st-final of first placement) • Final FL 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 FL Internship Evaluation

	<ul style="list-style-type: none"> • Summary of Placement, Supervisors, Hours, and Final Grade • InTASC Internship Evaluation Forms • <i>OTJ ONLY</i>-Submit the fieldwork log form
--	--

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here:

<https://cehd.gmu.edu/about/culture/>

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason’s Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- 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/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
 - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - TimelyCare: <https://caps.gmu.edu/timelycare-services/>

- Writing Center: <https://writingcenter.gmu.edu/>

Notice of mandatory reporting of sexual assault, sexual harassment, 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 [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.

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 FL teacher Candidates is provided in the Student Teaching Handbook (FL 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 794, there are two assignments you will need to complete to VIA – the InTASC Common Internship Evaluation (mid and final) and the EDCI 794 FL 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.
- FL Internship Evaluation forms.

Internship Evaluation
Mid-Term FINAL

**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 does not make connections among the cultural perspectives and products in lesson planning and instructional practices.	ACTFL OPI & WPT scores at Intermediate High makes vague connections among the cultural perspectives and products in lesson planning and instructional practices.	ACTFL OPI & WPT scores at Advanced Low makes some connections among the cultural perspectives and products in lesson planning and instructional practices.	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				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

<p>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</p>	<p>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 student learning and the use of instructional strategies.</p>	<p>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. Does not demonstrate a connection between student learning and the use of instructional strategies.</p>	<p>exhibits an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. Draws knowledge of theories in designing teaching strategies that facilitate language acquisition</p>	<p>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, creation, and implementation of instructional strategies that reflect language acquisition theories.</p>	<p>____ / 4</p>
<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>____ / 4</p>
<p>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</p>	<p>does not design learner-centered activities around adapting materials and resources that are standards-based and age appropriate. 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>____ / 4</p>
<p>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</p>	<p>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</p>	<p>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</p>	<p>describes an integrated system of formative and summative assessments that measure development of target language proficiency. Includes at least 3 -designed assessments. Includes a</p>	<p>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</p>	<p>____ / 4</p>

<p>authentic performance assessments using a variety of assessment models for all learners, including diverse students</p>	<p>special needs. Does not provide any samples of integrated performance assessments or scoring rubrics.</p>	<p>special needs. Provides samples of integrated performance assessments but without scoring rubrics.</p>	<p>plan for adapting assessments for students with special needs. Provides samples of integrated performance assessments and scoring rubrics.</p>	<p>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.</p>	
<p>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.</p>	<p>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 considered developing a plan.</p>	<p>does not participate in a learning community but plans for continued professional growth. Uses one print (journal) and technology resources. Plans for continued professional growth. Is considering developing a plan to then share with other teachers for feedback.</p>	<p>sometimes participates in a learning community and plans for continued professional growth. Uses some print (journals) and technology resources. Plans for continued professional growth. Develops a plan. Shares plan with teachers, mentors, and other teachers for feedback.</p>	<p>regularly participates in a learning community and plans for continued long-range professional growth. Uses numerous print (journals) and technology resources. Plans for continued professional growth. Develops a comprehensive plan. Shares plan with teachers, mentors, and other teachers for feedback. Engages in meaningful collaboration and self-regulation as a result of membership in various professional learning communities.</p>	<p>_____ / 4</p>

COMMENTS

PREPARATION/PLANNING:

INSTRUCTIONAL METHODS/ASSESSMENT:

CLASSROOM MANAGEMENT/CLIMATE:

PERSONAL/PROFESSIONAL DEVELOPMENT:

RECOMMENDATIONS and reflections:

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. _____

Mentor teacher _____ Date

University Supervisor _____ Date

InTASC Internship Evaluation Rubric

Instructions

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 and the **International Society for Technology in Education (ISTE) Standards for Educators**. 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. **In addition, CAEP standards include an expectation that pre-service teachers will be able to plan and teach with technology.** Rubric rows have been developed to assess each InTASC and ISTE 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, and, where applicable, the Virginia Standards of Learning and the Virginia Essentialized 2022 Standards of Learning.

Standards Addressed in this Assessment

[Council for the Accreditation of Educator Preparation \(CAEP\) 2022 Standards](#)

[Interstate Teacher Assessment and Support Consortium \(InTASC\) 2013 Standards](#)

[Virginia Board of Education Uniform Performance \(VUPS\) 2021 Standards for Teachers](#)

[International Society for Technology in Education \(ISTE\) Standards for Educators](#)

[Virginia Standards of Learning](#) and the [Virginia Essentialized 2022 Standards of Learning](#)

[Virginia Digital Learning Integration Standards of Learning](#)

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*

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

InTASC 2 – Learner Differences (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 group and individual learners’ backgrounds (analysis of learners’ readiness for learning and prior experiences) and was able to use this information to inform instruction to create a positive culture of respect and rapport in the classroom that meets the needs of all learners.	The evidence indicates that the Candidate demonstrated a deep understanding of each learner’s background and was able to use this information to inform instruction that meets the needs of all learners and articulates the connection between specific strategies, content and delivery to meet the needs of individual learners and groups of learners in the classroom.
Optional comments or evidence		

InTASC 3 – Learning Environment (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		

Construct 2: Content

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

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		

Construct 3: Instructional Practices

InTASC 6 – Assessment (Aligned with CAEP R1.3; **ISTE Standards for Educators 2.7**; 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. Candidate did not consider incorporation of the use of technology in an effective manner for assessment.	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. Candidate incorporated the use of technology, as appropriate, to provide feedback that accommodated learner needs.	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. Candidate incorporated the use of technology, as appropriate, to provide feedback that accommodated learner needs.
Optional comments or evidence		

InTASC 7 -- Planning for Instruction (Aligned with CAEP R1.3; **ISTE Standards for Educators 2.5**; 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. Candidate did not consider incorporation of digital tools and resources in an effective manner for instruction.	The evidence indicates that the Candidate planned challenging activities leveraging digital tools and resources, as appropriate, and 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 leveraging digital tools and resources, as appropriate, and using learner appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that aligned with multiple standards, including College- and Career-Ready Skills, clearly connects to the range of previous and future learning.
Optional comments or evidence		

InTASC 8 -- Instructional Strategies (Aligned with CAEP R1.3; **ISTE Standards for Educators 2.6**; 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. Candidate did not consider incorporation of use of technology in an effective manner for instruction.	The evidence indicates that the Candidate used a variety of instructional strategies, including available technologies, as appropriate, to engage and challenge learners in differentiated learning situations.	The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate technologies, as appropriate, to engage and challenge learners in differentiate learning situations allowing all learners to take ownership of their learning.
Optional comments or evidence		

Construct 4: Professional Responsibility
InTASC 9 – Professional (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		

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.

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