



**College of Education and Human Development
Division of Special Education and disAbility Research**

Fall 2024

EDSE 783 601: Internship: Special Education in General Curriculum

CRN: 84069, 3-6 – Credits

Instructor: University Supervisor	Meeting Dates: 8/26/24 – 12/18/24
Phone: varies by University Supervisor	Meeting Day(s): N/A
E-Mail: varies by University Supervisor	Meeting Time(s): N/A
Office Hours: By appointment	Meeting Location: N/A; Placement Site
Office Location: varies by University Supervisor	Other Phone: N/A

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through their LMS (Learning Management System).

Prerequisite(s):

Recommended. VCLA and other program-specific requirements have been met; application for internship on file by program deadline.

Co-requisite(s):

None

Course Description

Applies, in supervised internships, university course work in General Curriculum to instruction of children and their families in school settings.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Are you planning to waive one of the two internship requirements for your teacher licensure program? The waiver is not automatic. Be sure to send the waiver documentation (http://cehd.gmu.edu/assets/docs/forms/InternshipWaiv_forms.pdf) to your advisor.

Course Delivery Method

This course will be delivered using an internship format.

Learning activities include the following:

1. Individual demonstration
2. Classroom observations
3. Discussions and consultation
4. Reflection activities
5. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of the course, teacher candidates/students will be able to:

1. Demonstrate understanding of development and the ability to plan and execute curriculum appropriate to the chronological ages, developmental and functional levels of the students being taught.
2. Demonstrate the integration of the theoretical methodology with the practical applications in the field.
3. Demonstrate positive and appropriate interactions with students, families and other professionals. This includes the ability to manage the classroom/resource room, co-teach in a general education setting, develop and enforce classroom expectations, develop strategies to anticipate behaviors and deal with them, and work through transitions during the day. This also includes demonstration of confidentiality when communicating about students with disabilities.
4. Develop and implement developmentally and functionally appropriate intervention activities within a variety of settings, including those that enhance and support integration and/or inclusion as well as those activities that are therapeutically based. This includes demonstration of a positive learning environment geared to the individual as well as the group. This may also be demonstrated in the general classroom environment as well as special education settings.
5. Demonstrate the ability to work collaboratively as part of a team including but not limited to general and special educators and therapists, parents and other related/support staff.
6. Demonstrate the ability to be lead teacher by overseeing the entire classroom while also meeting the individual needs of students, directing/teaming with assistants, and monitoring the ongoing activities and tone of the class. If working with students on an individual basis, demonstrate the ability to plan for that child based on goals and objectives and provide on-going assessment for both the child and the intervention sessions.
7. Demonstrate support within an integrated environment, as appropriate. This includes knowledge of general curriculum specific to the ages and grades of students, ability to

modify the general education curriculum as needed, ability to work with general education staff in a manner which enhances the education of the student(s) with disabilities by providing direct or indirect support and the knowledge of how to work with groups of students demonstrating mixed abilities and needs (whether identified as disabled or not).

8. Select and utilize assessment and/or monitoring tools and strategies, including but not limited to county-wide assessments, SOLs, VAAP (as assessed for individual students), etc.
9. Develop developmentally, educationally and functionally appropriate IEPs.
10. Select and utilize workable and useful data/record keeping strategies.
11. Monitor and analyze teaching performance.
12. Demonstrate additional competencies contained in personal goals statement or delineated by the cooperating teacher and/or university supervisor.

Professional Standards

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 2: Learning environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

Required Texts

Special Education Internship Handbook for 2024-25

- The internship handbook can be found at the Office of Teacher Preparation website [linked here](#) (click on the CEHD Internship Manual, and the Special Education-General Curriculum graduate internship handbook is linked within this manual on p. 27) and also on the course Blackboard site.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Required Resources

Access to Blackboard and Mason email, and access to other virtual communication tools (e.g., Zoom, OneDrive) as needed

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., LMS, VIA, hard copy).

VIA Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA/SLL (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to VIA/SLL.

For EDSE 783, the required PBA is the Internship Rubric. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

Assignments and/or Examinations

All assignments in EDSE 783 are related to fieldwork completed as part of this internship course, including a minimum of 150 hours (75 direct teaching hours and 75 indirect teaching hours) teaching K-12 students with disabilities who access the general curriculum.

Performance-based Assessment (VIA submission required)

- Internship Rubric (Assessment A; see Internship Handbook)

College Wide Common Assessment (VIA submission required)

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP). The college-wide common assessments in this course are: InTASC Internship Evaluation and Observer-Rated Dispositions.

- Internship Rubric (Assessment A; see Internship Handbook)
- Teacher Candidate Dispositions Rating (Assessment B; see Internship Handbook)

Other Assignments

- CEHD Experiential Learning Agreement (ELA) packet (information provided at orientation and completed prior to the start of internship)

- Log of Hours (Form 1 in Internship Handbook; all completed/signed pages uploaded to the Forms page of Blackboard)
- Internship Summary and Final Grade (Form 2 in Internship Handbook; all completed/signed pages uploaded to the Forms page of Blackboard)
- Observation Summary Report (Form 3 in Internship Handbook; all completed reports uploaded to the Forms page in Blackboard)
- Weekly Reflection (Form 4 in the Internship Handbook; uploaded to the Forms page of Blackboard)
- End-of-Internship Evaluation (CEHD-wide evaluation completed online prior to internship completion)
- Lesson plans, observations, and pre- and/or post-observation conferences (see Internship Handbook)
- VDOE Seclusion and Restraints Modules Training (submit certificate of completion to Seclusion and Restraint Modules page of Blackboard)
- Any other assignments may be assigned at the University Supervisor's discretion

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and LMS notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

Course Policies and Expectations

Please refer to the *Special Education Internship Handbook* for internship policies and expectations.

Attendance/Participation

Teacher Candidates completing Traditional internships are required to follow the Mentor Teacher's daily schedule. Candidates must be punctual, arrive when the Mentor Teacher arrives, and leave when the Mentor Teacher leaves. When an absence is unavoidable, the Candidate must notify the school office personnel, Mentor Teacher, and University Supervisor as far in advance as possible. If the Teacher Candidate is absent on a day when he/she is expected to teach, lesson plans and materials must be delivered to the Mentor Teacher before class begins. Candidates who are completing on-the-job (OTJ) internships are expected to adhere to their regular work schedule and responsibilities.

Late Work

All internship activities and assignments are scheduled between the University Supervisor, Mentor Teacher, and Teacher Candidate. If an assignment cannot be completed as required, the Teacher Candidate must notify the University Supervisor and Mentor Teacher in advance and must work with the University Supervisor and Mentor Teacher to reschedule or adjust the deadline accordingly. Note that submission of all assignments in accordance with the agreed upon schedule increases the likelihood of on-time completion of internship requirements.

Other Requirements

- **Personal Appearance and Professional Conduct:** Candidates must dress professionally and exhibit professional behavior in their assigned school at all times. Candidates must read their assigned school's faculty handbook and conform to the professional expectations of that school. If a Candidate cannot find a copy of the faculty handbook, he/she should contact the Mentor Teacher. Candidates should also note that Mentor Teachers and University Supervisors evaluate a Candidate's teaching dispositions and professionalism during the internship (see the Teacher Candidate Dispositions Rating, Assessment B in the Internship Handbook).
- **Holidays and Vacations:** Candidates must follow the calendar of their assigned school for their internship. The school's calendar may be different from George Mason's calendar during the semester of internship. The Teacher Candidate always follows the calendar of the assigned school during internship. This applies to Thanksgiving and spring break holidays as well.
- **Teacher Candidates and Substitute Teachers:** Traditional Internship Candidates may occasionally substitute for his/her Mentor Teacher during the internship, provided that several guidelines are strictly followed and approval is provided by the University Supervisor prior to substituting during the internship. See the guidelines outlined in the internship handbook. Note that hours spent substitute teaching may NOT be counted towards teaching hour requirements for the internship.
- **Important Considerations:** If Candidates do not comply with on-site school expectations, school divisions have the right to request the Candidate be removed from the assigned school. There is no guarantee that a Teacher Candidate will be approved for an alternate assignment or location. Candidates who do not uphold the professional behaviors and dispositions promoted by CEHD may be removed from internship and/or referred to the Office of Student and Academic Affairs as needed. On-site school expectations include the social media presence of Teacher Candidates. The Teacher Candidate Dispositions Rating (see Assessment B in Internship Handbook) includes the expectations for teaching dispositions. Each school site has faculty expectations outlined in a faculty handbook. Candidates are strongly encouraged to purchase professional liability insurance through membership in the Student Virginia Education Association, the Council for Exceptional Children, or through a private carrier in case of civil legal action. Candidates employed by a school division are encouraged to purchase additional coverage to supplement what is provided.

- **Accommodations in Internships:** If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason’s Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>.

Grading

(From the Internship Handbook)

Grades for the internship are:

- S - Satisfactory: Teacher Candidate successfully meets the clinical internship requirements and can be recommended for teacher licensure.
- NC - No Credit: Teacher Candidate will not be recommended for teacher licensure unless he/she repeats all or part of the internship 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. In some cases, a grade of NC may be accompanied by a recommendation that the Teacher Candidate not be allowed to repeat the internship. In such cases, the Candidate may be counseled out of the licensure program although not necessarily out of the degree program.
- IP - In Progress: The Teacher Candidate’s performance cannot be evaluated at the end of the grading period. IP grade can be changed to S or NC upon completion of requirements.

***Note:** George Mason University Academic Standards will be strictly enforced *through an institutional sanctioning matrix that all colleges and departments will need to adhere to if they find there are students who are engaged in academic dishonesty.* See [Academic Standards \(http://academicstandards.gmu.edu/\)](http://academicstandards.gmu.edu/) and [GMU Catalog - Academic Standards \(https://catalog.gmu.edu/policies/academic-standards/\)](https://catalog.gmu.edu/policies/academic-standards/). Students are responsible for reading and understanding the Standards. The Office of Academic Integrity “works to promote authentic scholarship, support the institution’s goal of maintaining high standards of academic excellence, and encourages continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.” Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

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 [Student Guide \(https://cehd.gmu.edu/current-students/cehd-student-guide\)](https://cehd.gmu.edu/current-students/cehd-student-guide). Professional dispositions are an essential function of a special educator's job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor's evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as "not proficient," the student takes steps to grow as an educator.

Use of Generative AI

Generative AI tools should follow the 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.

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

The Teacher Candidate, Mentor Teacher, and University Supervisor work together to determine the schedule of observations and activities. Therefore, the Triad should agree upon the basic schedule during the initial meeting of the internship.

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: [Culture \(https://cehd.gmu.edu/about/culture/\)](https://cehd.gmu.edu/about/culture/)

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards. See [Academic Standards \(https://catalog.gmu.edu/policies/academic-standards/\)](https://catalog.gmu.edu/policies/academic-standards/).

- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See [Disability Services](https://ds.gmu.edu/) (<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:
 - o [Blackboard Learn](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/): <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - o [Canvas](https://its.gmu.edu/service/canvas/): <https://its.gmu.edu/service/canvas/>
- For information about [student support resources](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus) on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - o [Timely Care](https://caps.gmu.edu/timelycare-services/): <https://caps.gmu.edu/timelycare-services/>
 - o [Writing Center](https://writingcenter.gmu.edu/): <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 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.

Diversity and Inclusion Statement

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

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

Appendix

Assessment Rubric for Assessment A – Internship Rubric (see Internship Handbook for all other assignment descriptions and rubrics)



Assessment A

**Internship Rubric
for Candidates in Special Education-General Curriculum Licensure Program**

Candidate's Name

Mentor Teacher

University Supervisor

School		School Division	
Subject Area		Grade Level	
Year		Semester	
Date of Observations			
Date of Conference		Mid-Point _____ Final _____	

Signature Indicating Participation in Review/Conference Process:

Mentor Teacher Date

University Supervisor Date

Candidate Date

Purpose and Instructions

Consistent with the College of Education and Human Development's (CEHD) conceptual framework, the purpose of the Internship Rubric is to prepare candidates to reflect on their practice and to provide a system for Teacher Candidates, Mentor Teachers, and University Supervisors to assess a candidate's growth over time. The Rubric is designed to assess a candidate's growth during the internship. The Rubric consists of a series of key elements aligned with the following two sets of standards.

- Council for Exceptional Children (CEC) standards: CEC is the Specialized Professional Association (SPA) for special education, and the K-12 Special Education-General Curriculum licensure program is aligned to these standards. The first part of the Rubric below includes a series of key elements aligned to CEC standards on which the Teacher Candidate is evaluated throughout the internship.
- Interstate Teacher Assessment and Support Consortium (InTASC) standards: All initial licensure programs in CEHD are aligned to the InTASC standards, which are used for college accreditation purposes. Thus, these standards are broader expectations for all teacher candidates, not just those in special education programs. The second part of the rubric below includes a series of key elements aligned to InTASC standards on which the Teacher Candidate is evaluated throughout the internship.

The University Supervisor and Mentor Teacher will complete each element of the Rubric at the end of each internship as the final, summative evaluation of Teacher Candidate performance and will discuss the Rubric with the Candidate during and at the end of each internship. The University Supervisor and Mentor Teacher should collaboratively evaluate every item on the Rubric, whether by observation or by other documentation. The Candidate uploads the final, completed Rubric (including signature page and all rubric pages) to VIA at the end of the internship.

CEC Internship Rubric

Scoring Guidelines for CEC Items

3-Exceeds Expectations: Candidates receive a score of 3 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.

2-Meets Expectations: This is the **TARGET** score. Candidates receive a score of 2 if they perform at the expectations of candidates at this point in their programs. There is evidence that candidates have successfully met expectations for the key element.

- Note: If a Teacher Candidate is progressing in this element but is not quite fully meeting the expectations, Candidates receive a score of 2 and evidence should be provided in the rubric to document their progress towards the key element.

1-Does Not Meet Expectations: Candidates receive a score of 1 if they perform below the expectations of candidates at this point in their programs. There is evidence that the candidate does not meet expectations for the key element, which may be due to lack of performance or evidence provided, or evidence that the candidate’s performance was inconsistent or insufficient to demonstrate mastery of the key element.

N/A-Not applicable: Candidates may receive a rating of N/A on items where evaluation is not possible given the internship placement/setting.

In the rubric below, the 2-Meets Expectations column includes examples of evidence that might support a rating of 2. Please note that this is not an exhaustive list, and there may be other types of evidence that indicate a rating of 2-Meets Expectations.

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines				

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
<p>CEC 1a. <i>Demonstrates commitment to advocating for improved outcomes for students with disabilities while addressing the unique needs of those with diverse backgrounds.</i></p> <p>CEC 1.2</p>	<p>Candidate does not articulate how his/her instruction or actions link to improved outcomes for students with disabilities.</p>	<p>Candidate demonstrates a commitment to advocating for improved outcomes for students with disabilities <i>while addressing the unique needs of those with diverse backgrounds</i> within the school community.</p> <p>Evidence examples: Communicating with other teachers about student abilities and needs, explanations of IEP accommodations, holding high expectations for student learning, etc.</p>	<p>Candidate demonstrates a commitment to advocating for improved outcomes for students with disabilities <i>while addressing the unique needs of those with diverse backgrounds</i> within the school community AND outside of the school community.</p>	
<p>CEC 1b. <i>Reflects on his/her professional practice.</i></p> <p>CEC 1.3</p>	<p>Candidate displays no evidence of the ability or willingness to reflect on professional practice and/or does not articulate how to alter future instruction.</p>	<p>Candidate shows evidence of reflecting on his/her professional practice (e.g., instruction, collaboration, assessment, planning, targeting students' needs) and can articulate how to alter future instruction, with prompts from the Mentor Teacher or University Supervisor.</p> <p>Evidence examples: Written reflections on a lesson, verbal reflections with Mentor Teacher, changing instruction following reflection on student needs, etc.</p>	<p>Candidate shows evidence of reflecting on his/her professional practice (e.g., instruction, collaboration, assessment, planning, targeting students' needs) and AND can independently articulate how to alter future instruction.</p>	
<p>CEC 1c. <i>Adheres to school policies and procedures to exhibit ethical behavior.</i></p> <p>CEC 1.1</p>	<p>Candidate violates school policies and procedures.</p>	<p>Candidate adheres to school policies and procedures to exhibit ethical behavior aligned with the CEC code of ethics.</p> <p>Evidence examples: Mentor teacher reports alignment with school policies, other school personnel indicate appropriate use of policies and procedures, etc.</p>	<p>Candidate adheres to school policies and procedures to exhibit ethical behavior aligned with the CEC code of ethics AND articulates how and why ethical behavior impacts outcomes for students with disabilities.</p>	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
<p>CEC 1d. <i>Engages in activities that foster professional growth to improve outcomes for students with disabilities.</i></p> <p>CEC 1.3</p>	<p>Candidate does not use ongoing self-reflection to identify professional development needs and/or does not engage in professional development activities that foster professional growth to improve outcomes for students with disabilities.</p>	<p>Candidate uses ongoing self-reflection to identify professional development needs and engage in professional development activities that foster professional growth to improve outcomes for students with disabilities.</p> <p>Evidence examples: Participates in school training opportunities, seeking online training, reviewing coursework, seeking curricular materials, etc.</p>	<p>Candidate uses ongoing self-reflection to identify professional development needs and engage in professional development activities that foster professional growth to improve outcomes for students with disabilities.</p> <p>AND</p> <p>Candidate seeks coaching opportunities from Mentor Teacher or other staff, and participates in professional development outside of school-based opportunities.</p>	
CEC Standard 2: Understanding and Addressing Each Individual’s Developmental and Learning Needs				
<p>CEC 2a. <i>Uses understanding of diverse factors that influence development to provide high-quality learning experiences that address each individual’s developmental and learning needs.</i></p> <p>CEC 2.1 & 2.2</p>	<p>Candidate does not use understanding of diverse factors that influence development to address individualized strengths and needs of students with disabilities.</p>	<p>Candidate uses understanding of diverse factors that influence development to create developmentally appropriate, culturally responsive, and meaningful learning experiences that address individualized strengths and needs of students with disabilities.</p> <p>Evidence examples: Appropriate choice and use of differentiated learning activities and materials in lessons, lesson plans demonstrate addressing individualized IEP goals, etc.</p>	<p>Candidate uses understanding of diverse factors that influence development to create developmentally appropriate, culturally responsive, and meaningful learning experiences that address individualized strengths and needs of students with disabilities.</p> <p>AND</p> <p>Candidate articulates rationale for instructional choices.</p>	
CEC Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making				

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
<p>CEC 4a. <i>Regularly monitors student progress and assesses for understanding and mastery.</i></p> <p>CEC 4.3</p>	<p>Candidate does not monitor progress and assess for understanding and mastery of students with disabilities towards individualized goals.</p>	<p>Candidate regularly monitors progress and assesses for understanding and mastery of students with disabilities towards individualized goals.</p> <p>Evidence examples: Data collection and evaluation of student work, observation through documentation of formative assessment, etc.</p>	<p>Candidate regularly monitors progress and assesses for understanding and mastery of students with disabilities towards individualized goals.</p> <p>AND</p> <p>Candidate clearly communicates their assessment findings to other key stakeholders (e.g., IEP team members).</p>	
<p>CEC 4b. <i>Conducts and interprets formal and informal assessments for data-based decision making.</i></p> <p>CEC 4.2</p>	<p>Candidate does not administer formal and informal assessments and/or does not interpret data to evaluate students' progress toward measurable outcomes for data-based decision making.</p>	<p>Candidate administers formal and informal assessments and interprets data to evaluate students' progress toward measurable outcomes for data-based decision making.</p> <p>Evidence examples: Use of content rubrics, use of progress monitoring systems, progress monitoring checklists of goal progress, unit tests, cumulative assessments, etc.</p>	<p>Candidate administers formal and informal assessments and interprets data to evaluate students' progress toward measurable outcomes for data-based decision making.</p> <p>AND</p> <p>Candidate articulates the appropriate use and limitations of various types of assessments to other key stakeholders (e.g., IEP team members, general education teachers, Mentor Teacher, University Supervisor).</p>	
<p>CEC 4c. <i>Keeps records of students' progress and uses data from multiple sources to assess student learning.</i></p> <p>CEC 4.1 & 4.3</p>	<p>Candidate does not maintain records of students' progress and/or does not use data from multiple sources to assess student learning.</p>	<p>Candidate maintains records of students' progress and uses data from multiple sources to assess student learning.</p> <p>Evidence examples: Use of record keeping system, explains use of multiple data sources, etc.</p>	<p>Candidate creates record keeping system and maintains records of students' progress, and uses data from multiple sources to assess student learning.</p>	
CEC Standard 5: Supportive Learning Using Effective Instruction				

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
<p>CEC 5a. <i>Selects and implements a variety of research-supported instructional strategies.</i></p> <p>CEC 5.1 & 5.6</p>	<p>Candidate does not select and implement research-supported instructional strategies of students with disabilities and/or does not use technology when appropriate.</p>	<p>Candidate selects and implements research-supported instructional strategies of students with disabilities, using technology when appropriate.</p> <p>Evidence examples: Documentation of use through lesson plan and/or observation by MT or US, explaining selection of instructional strategies, etc.</p>	<p>Candidate selects and implements a variety of research-supported instructional strategies of students with disabilities across a variety of settings, using technology when appropriate.</p>	
<p>CEC 5b. <i>Responds to student needs by selecting, adapting, and using instructional strategies and materials according to characteristics of students with disabilities.</i></p> <p>CEC 5.1 & 5.6</p>	<p>Candidate does not select, adapt, and use instructional strategies and materials according to characteristics of the individual with disabilities.</p>	<p>Candidate selects, adapts, and uses instructional strategies and materials according to characteristics of the individual with disabilities.</p> <p>Evidence examples: Explaining how and why instructional strategies and materials were chosen and/or adapted, lesson plan documentation, etc.</p>	<p>Candidate selects, adapts, and uses instructional strategies and materials according to characteristics of the individual with disabilities across a variety of settings.</p>	
<p>CEC 5c. <i>Plans and delivers differentiated instruction through the use of flexible grouping to meet the learning needs of each student.</i></p> <p>CEC 5.4</p>	<p>Candidate does not plan and deliver differentiated instruction to meet the unique needs of students with disabilities through flexible grouping.</p>	<p>Candidate plans and delivers differentiated instruction to meet the unique needs of students with disabilities through flexible grouping.</p> <p>Evidence examples: use of whole group, small group or individualized instruction to meet student needs; use of co-teaching for differentiation and flexible grouping, etc.</p>	<p>Candidate plans and delivers differentiated instruction to meet the unique needs of students with disabilities through flexible grouping across a variety of settings.</p>	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
<p>CEC 5d. <i>Uses responses and errors to guide instructional decisions and provide effective feedback to learners.</i></p> <p>CEC 5.3</p>	<p>Candidate does not use responses and errors to guide instructional decisions and provide effective feedback to learners.</p>	<p>Candidate uses responses and errors to guide instructional decisions and provide effective feedback to learners.</p> <p>Evidence examples: Provides immediate feedback during MT or US observation, lesson plan adjustments, etc.</p>	<p>Candidate uses responses and errors to guide instructional decisions and provide effective feedback to learners.</p> <p>AND</p> <p>Candidate provides opportunities for student self-assessment.</p>	
<p>CEC 5e. <i>Uses explicit, systematic instruction to teach content, strategies, and skills to meet student needs</i></p> <p>CEC 5.3</p>	<p>Candidate does not use explicit, systematic instruction to teach content, strategies, and skills to meet student needs.</p>	<p>Candidate uses explicit, systematic instruction to teach content, strategies, and skills to meet student needs.</p> <p>Evidence examples: Lesson plan development, MT or US observations of explicit lesson implementation, etc.</p>	<p>Candidate uses explicit, systematic instruction to teach content, strategies, and skills to meet student needs across a variety of settings</p> <p>AND</p> <p>Candidate uses explicit instruction collaboratively with other school professionals.</p>	
<p>CEC 5f. <i>Uses effective strategies to promote active student engagement, increase student motivation, and enhance self-regulation of student learning.</i></p> <p>CEC 5.2</p>	<p>Candidate does not effectively use a variety of strategies to promote student engagement, motivation, and self-regulation of student learning.</p>	<p>Candidate effectively uses a variety of strategies to promote student engagement, motivation, and self-regulation of student learning.</p> <p>Evidence examples: Uses varied and frequent opportunities to respond, uses opening of lesson to engage and motivate students, withdrawing scaffolds and prompts to increase student independence, etc.</p>	<p>Candidate effectively uses a variety of differentiated strategies to promote student engagement, motivation, and self-regulation of student learning across a variety of settings.</p>	
<p>CEC 5g. <i>Prepares lesson plans to meet learning objectives through an appropriate sequence of activities.</i></p> <p>CEC 5.6</p>	<p>Candidate does not prepare lesson plans to meet specific learning objectives through an appropriate sequence of activities.</p>	<p>Candidate prepares lesson plans to meet specific learning objectives through an appropriate sequence of activities.</p> <p>Evidence examples: lesson plans for formal observations, explaining lesson plan adjustments to meet learning objectives, etc.</p>	<p>Candidate prepares lesson plans to meet specific learning objectives through an appropriate sequence of activities, across a variety of settings and/or subject areas.</p>	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
<p>CEC 5h. <i>Plans instruction and makes responsive adjustments to instruction based on continual observations and ongoing assessment data.</i></p> <p>CEC 5.1</p>	<p>Candidate does not plan instruction and make responsive adjustments to instruction based on continual observations and ongoing assessment data.</p>	<p>Candidate plans instruction and makes responsive adjustments to instruction based on continual observations and ongoing assessment data.</p> <p>Evidence examples: Explaining data-based instructional decisions to MT or US, adjustments made to lesson plan or instructional delivery based on data collection, etc.</p>	<p>Candidate plans instruction and makes responsive, individualized adjustments to instruction based on continual observations and ongoing assessment data across a variety of settings.</p>	
<p>CEC 5i. <i>Identifies and teaches essential content from the general curriculum.</i></p> <p>CEC 5.1 & 5.6</p>	<p>Candidate does not identify and teach essential content from the general curriculum.</p>	<p>Candidate identifies and teaches essential content from the general curriculum.</p> <p>Evidence examples: Uses SOLs in lesson planning, selects materials to align instruction with SOLs and student needs, etc.</p>	<p>Candidate identifies and teaches essential content from the general curriculum across a variety of instructional settings.</p>	
CEC Standard 6: Supporting Social, Emotional, and Behavioral Growth				
<p>CEC 6a. <i>Creates a safe, supportive, equitable, and productive learning environment by designing and managing routines and procedures.</i></p> <p>CEC 6.1</p>	<p>Candidate does not use effective routines and procedures to create safe, supportive, equitable, and productive learning environments for all students with disabilities.</p>	<p>Candidate uses effective routines and procedures to create safe, supportive, equitable, and productive learning environments for all students with disabilities.</p> <p>Evidence examples: Uses routines within MT or US observations, planning to use routines and procedures within lesson plans, visual supports of schedules or agendas, etc.</p>	<p>Candidate uses effective routines and procedures to create safe, supportive, equitable, and productive learning environments for all students with disabilities.</p> <p>AND</p> <p>Candidate articulates how routines and procedures meet individual student needs.</p>	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
<p>CEC 6b. <i>Uses a range of preventive and responsive practices documented as effective to support students' behavioral and social-emotional well-being.</i></p> <p>CEC 6.2</p>	<p>Candidate does not use a range of preventive and responsive practices documented as effective to support students' behavioral and social-emotional well-being.</p>	<p>Candidate uses a range of preventive and responsive practices documented as effective to support students' behavioral and social-emotional well-being.</p> <p>Evidence examples: Variety of behavioral techniques are used during observations, lesson plans that include behavioral preventative practices, observed establishing rapport with students, etc.</p>	<p>Candidate uses a range of preventive and responsive practices documented as effective to support students' behavioral and social-emotional well-being.</p> <p>AND</p> <p>Candidate articulates how preventive and responsive practices meet individual student needs.</p>	
CEC Standard 7: Collaborating with Team Members				
<p>CEC 7a. <i>Engages in collaborative relationships with other school-based personnel and stakeholders to meet the needs of students with disabilities.</i></p> <p>CEC 7.1 & 7.2</p>	<p>Candidate does not engage in effective collaborative relationships with other school-based personnel (e.g., paraprofessionals, administrators, service providers) and stakeholders (e.g., families).</p>	<p>Candidate engages in effective collaborative relationships with other school-based personnel (e.g., paraprofessionals, administrators, service providers) and stakeholders (e.g., families).</p> <p>Evidence examples: Collaboration demonstrated during CLT meetings as observed by MT, co-planning and co-teaching demonstrated with MT, observed giving effective feedback to paraprofessional, evidence of collaboration with families, etc.</p>	<p>Candidate engages in effective collaborative relationships with other school-based personnel (e.g., paraprofessionals, administrators, service providers) and stakeholders (e.g., families), as well as community members or stakeholders outside of the school setting.</p>	

InTASC Internship Evaluation Rubric

Scoring Guidelines for InTASC Items

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.**

Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
InTASC Standard 1: Learner Development				
IT 1. <i>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.</i> Key Proficiencies: <i>Developmentally appropriate instruction; varied instructional approaches and resources; appropriate adaptations</i>	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.	
InTASC Standard 2: Learner Differences				

Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
<p>IT 2. <i>The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i> Key Proficiencies: Learner background, classroom culture</p>	<p>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>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.</p>	<p>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>	
InTASC Standard 3: Learning Environment				
<p>IT 3. <i>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.</i> Key Proficiencies: Learner rapport; pacing/transitions; classroom management</p>	<p>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>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>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>	
InTASC Standard 4: Content Knowledge				
<p>IT 4: <i>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.</i> Key Proficiencies: Content representation; content clarify; instructional strategies for content.</p>	<p>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>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>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>	

Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
InTASC Standard 5: Application of Content				
IT 5: <i>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.</i> Key Proficiencies: Problem solving; real-work application; cross-curricular connections	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.	
InTASC Standard 6: Assessment				
IT 6: <i>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.</i> Key Proficiencies: Varied assessments; data analysis; feedback	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.	
InTASC Standard 7: Planning for Instruction				

Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
<p>IT 7: <i>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.</i></p> <p>Key Proficiencies: Lesson objectives; building on prior knowledge</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
InTASC Standard 8: Instructional Strategies				
<p>IT 8: <i>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.</i></p> <p>Key Proficiencies: Varied instructional strategies and technologies; differentiation</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
InTASC Standard 9: Professional Learning and Ethical Practice				

Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
<p>IT 9: <i>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.</i></p> <p>Key proficiencies: Professional development; self-reflection; ethical manner</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
InTASC Standard 10: Leadership and Collaboration				
<p>IT 10: <i>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.</i></p> <p>Key Proficiencies: Collaboration; leadership</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	

Teacher Candidate Professional Dispositions

*Note: The disposition rubric should be completed collaboratively by the University Supervisor and Mentor Teacher for the Candidate. The University Supervisor will then enter the rubric ratings online in VIA.

Teacher Candidate Name:	
Assessor(s):	
Date Assessed:	

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

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

Directions for Assessors

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

Rating Scale:

- **Not Observed (N/O):** The observer did not have the opportunity to observe the candidate conducting/ demonstrating the disposition. This rating should be used seldomly and a description of why should be provided in the rubric comment box.
- **Rarely Demonstrates:** Evidence of understanding and use of the disposition less than 30% of the time, including no demonstration.
- **Sometimes Demonstrates:** Evidence of understanding and commitment to the disposition less than 90% of the time.

- **Consistently Demonstrates:** Evidence of understanding and commitment to the disposition more than 90% of the time. When this tool is used in the final internship, this is the target score.
- **Not Applicable (N/A):** The candidate did not have the opportunity to conduct/demonstrate. This rating should be used seldomly, and a description of why should be provided in the rubric comment box.

Disposition	Not Observed (N/O) <i>Comment Required</i>	Rarely Demonstrates (1)	Sometimes Demonstrates (2)	Consistently Demonstrates (3)	Not Applicable (N/A) <i>Comment Required</i>
	PROFESSIONALISM				
Attendance <i>Punctual; arrives early when needed; stays the agreed-upon amount of time</i> InTASC Standard 9		Rarely attends sessions or is present for the full duration of the session.	Sometimes attends and arrives on time.	Attends all sessions, arrives on time, and stays for the entire duration.	
Responsibility and Dependability <i>Is responsible, dependable; observant of school policies and procedures; conforms to the professional expectations of the school site</i> InTASC Standard 9		Rarely adheres to school policies, procedures and/or expectations of the school site.	Sometimes adheres to school policies, procedures and expectations of the school site.	Adheres to all school policies, procedures and expectations of the school site.	
Preparedness <i>Is prepared for the day upon arrival which includes presenting complete lesson plans and materials in advance for feedback</i>		Rarely prepared with lesson plans and/or necessary materials.	Sometimes brings completed lesson plans and necessary materials.	Brings completed lesson plans and necessary materials.	

Disposition	Not Observed (N/O) <i>Comment Required</i>	Rarely Demonstrates (1)	Sometimes Demonstrates (2)	Consistently Demonstrates (3)	Not Applicable (N/A) <i>Comment Required</i>
InTASC Standard 9					
Participation in Non-Classroom Activities <i>Is responsive to requests from mentor teacher to participate in non-classroom activities as needed</i> InTASC Standard 9		Rarely participate when requested and does not respond to mentor requests.	Sometimes participates when prompted and is responsive to mentor requests.	Participates and is responsive to mentor requests.	
Professional Appearance <i>Dress, demeanor, language, and teacher presence</i> InTASC Standard 9		Rarely presents a professional appearance.	Sometimes presents a professional appearance.	Presents a professional appearance in dress, demeanor, language, and teacher presence.	
Ethics and High Expectations <i>Exhibits the highest professional and scholarly ethics and upholds high expectations for all students - demonstrates respect for all</i> InTASC Standard 9		Rarely exhibits professional and ethical behavior, and does not uphold high expectations.	Sometimes upholds standards and holds high expectations.	Exhibits the highest professional and ethical standards, upholding high expectations for all.	
Stamina and Flexibility <i>Demonstrates stamina, flexibility, and a positive attitude - mindset allows for instructional</i>		Rarely demonstrates stamina, flexibility, and a positive attitude.	Sometimes demonstrates stamina, some flexibility and a positive attitude	Demonstrates stamina, flexibility, and a consistently positive attitude.	

Disposition	Not Observed (N/O) <i>Comment Required</i>	Rarely Demonstrates (1)	Sometimes Demonstrates (2)	Consistently Demonstrates (3)	Not Applicable (N/A) <i>Comment Required</i>
<i>adjustments, anticipation of challenges</i> InTASC Standard 5					
REFLECTIVE PRACTICE					
Disposition	Not Observed (N/O) <i>Comment Required</i>	Rarely Demonstrates (1)	Sometimes Demonstrates (2)	Consistently Demonstrates (3)	Not Applicable (N/A) <i>Comment Required</i>
Welcomes & Applies Feedback <i>Welcomes assistance for improvement and problem solving - solicits feedback on planning, teaching, and assessment of student learning</i> InTASC Standard 2		Rarely seeks or applies feedback for improvement.	Sometimes seeks and applies feedback.	Seeks and appropriately applies feedback for improvement.	
Reflects on Professional Practice <i>Explains personal vision and professional judgements using research-based theory and practice</i> InTASC Standard 9		Rarely reflects on practice and personal vision for teaching/learning.	Sometimes reflects on practice, but depth and connections to research-based theory are needed.	Reflects deeply, explaining professional judgments using research-based theory and practice.	
Skills & Knowledge for Responsive Teaching <i>Possesses the basic skills and knowledge to</i>		Rarely identifies and addresses content gaps.	Sometimes identifies and addresses content gaps.	Identifies and addresses content gaps related to	

Disposition	Not Observed (N/O) <i>Comment Required</i>	Rarely Demonstrates (1)	Sometimes Demonstrates (2)	Consistently Demonstrates (3)	Not Applicable (N/A) <i>Comment Required</i>
<i>guide students' learning in culturally and linguistically responsive ways; identifies/addresses content gaps related to teaching assignments.</i> InTASC Standard 5				teaching assignments.	

COMMUNICATION

Disposition	Not Observed (N/O) <i>Comment Required</i>	Rarely Demonstrates (1)	Sometimes Demonstrates (2)	Consistently Demonstrates (3)	Not Applicable (N/A) <i>Comment Required</i>
Proactive Communication <i>Contacts University Supervisor/Course Instructor at the first sign of any difficulties or concerns</i> InTASC Standard 9		Rarely communicates proactively, leading to unresolved issues.	Sometimes communicates proactively but not consistently.	Communicates proactively to address questions, concerns, or issues.	
Professional Communication <i>Communicates professionally verbally and electronically with all stakeholders</i> InTASC Standard 10		Rarely communicates professionally, both verbally and electronically.	Sometimes communicates professionally, with occasional lapses.	Communicates professionally, both verbally and electronically, at all times.	
Relationships with Colleagues and Support Staff		Rarely develops and maintains positive relationships.	Sometimes develops and maintains relationships.	Develops and maintains positive, productive professional	

Disposition	Not Observed (N/O) <i>Comment Required</i>	Rarely Demonstrates (1)	Sometimes Demonstrates (2)	Consistently Demonstrates (3)	Not Applicable (N/A) <i>Comment Required</i>
<i>Develops and maintains positive, productive professional relationships with all professional colleagues and support staff</i> InTASC Standard 10				relationships with all colleagues and support staff.	
Classroom Interactions <i>Encourages positive classroom interactions - actively engages with students in culturally competent ways</i> InTASC Standard 3		Rarely engages with students in positive culturally competent ways.	Sometimes engages positively with students, but needs improvement in cultural competence.	Actively engages with students in culturally competent ways, promoting positive interactions.	
Communication with Families <i>Follows school policies regarding communication with families - maintains confidentiality of information about colleagues, school sites and students unless disclosure serves a professionally compelling purpose or is required by law</i> InTASC Standard 10		Rarely follows school policies regarding communication; lacks confidentiality in communications with families.	Sometimes follows policies regarding communication; usually confidential in communications with families.	Follows school policies regarding communication; maintains confidentiality in communications with families.	

