COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
George Mason University®

English for Speakers of Other Languages (ESOL)

Education

Internship Manual

EDCI 793: **English as a Second Language Internship in Education**

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INTRODUCTION

The School of Education (SOE) of George Mason University in Fairfax, Virginia, prepares teacher licensure candidates to be reflective practitioners who use research-based practices and who are responsive to diversity. Field experiences and the Teacher Candidate placement are an integral part of coursework and offer significant opportunities for candidates to apply new knowledge, skills, and dispositions in their teaching field.

The Teacher Candidate experience is the final course and culminating experience in GMU's state-approved teacher education programs. It provides opportunities for the licensure Teacher Candidate to experience extended practice under the guidance of experienced professionals from the school and university. Such professionals in the schools are called *Mentor Teachers*. Another member of the support team for the Teacher Candidate is the *On-Site Supervisor* **and/or** a *University Supervisor*. The *On-Site Supervisor* is usually the assistant principal, school head, or department head at the Teacher Candidate site who agrees to complete additional supervision of the Teacher Candidate. The *University Supervisor* is a university-contracted employee who works with the Mentor Teacher in a supervisory role of the Teacher Candidate. The final member of the Teacher Candidate support team is the ESOL *Course Facilitator* who teaches the academic course, EDCI EDCI 793: Education Teaching Internship, associated with Teacher Candidate placement. This person helps integrate the classroom experience during the Teacher Candidate placement with the academic experience required at the university level.

This manual does not purport to provide detailed assistance on planning, teaching, observation, supervision or evaluation. These are covered in coursework or other materials and training provided to members of the Teaching Internship Team.

Information and Problem Solving

Many problems can be avoided by following instructions in this manual and by seeking assistance early. Always try to solve a problem as close to the source as possible. If that is not possible, please follow the lines of communication and authority in the school and university. For example, students should work with their Mentor Teachers, principals, or the On-Site Supervisor before seeking help from the University Supervisor or Course Facilitator. However, staff in ESOL is available to provide information and assistance to all members of the Teaching Internship team. Contact information for the ESOL Office and Clinical Coordinator is provided in the chart below.

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REGULATIONS FOR TEACHER LICENSURE IN VIRGINIA

The Virginia Department of Education (VDOE) licenses teachers and administrators according to the regulations adopted by the Board of Education. The VDOE also administers regulations governing educator preparation programs to ensure that teachers enter the classroom with content knowledge and instructional skills aligned to the VA Standards of Learning and other objectives for learning and achievement.

The Commonwealth of Virginia requirements for ESOL (PK-12) teacher licensure are:
- A bachelor's degree in the arts or sciences from a regionally accredited institution,
- Passing scores on Praxis ESOL measures skills needed to teach ESOL at the PK-12 level.
- Endorsement area course work: 6 credit hours of a foreign language,
- Education work course: Professional studies (education) work course is included in GMU's state-approved licensure programs,
- Successful completion of training or certification in CPR, First Aid, and use of an AED,
- Completion of Positive Behavioral Intervention & Support (PBIS) Modules,
- Completion of Child Abuse Prevention Module Certificate and Dyslexia Awareness Training Certificate,
- Teaching Internship offered through George Mason University's state-approved programs OR one year of successful teaching experience. Provisionally licensed teachers may satisfy this requirement through full-time, successful employment as a teacher in an accredited school.

TYPES OF TEACHER CANDIDATES

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

Traditional Student Teacher Candidates

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

On-the-Job Teacher Candidates

On-the-Job Candidates (OTJs) 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, they will also be required to observe at the opposite level (ex. secondary ESOL will observe elementary ESOL) for 20 hours during the internship. **This will entail leaving their own classrooms to observe teachers working with students at a different grade level, so forward planning is essential.** Hours can be completed by utilizing early release days, planning periods, or by taking leave.

Changing to OTJ internship while in a traditional internship

In the event where a traditional Teacher Candidate is offered a full-time contract position with a local school division while in his/her internship, he/she *may not switch to an On-the-Job (OTJ) internship*. The candidate **must withdraw** from the traditional internship and may apply for an OTJ internship in the future semester.

TEACHING INTERNSHIP GUIDELINES

Placement

Northern Virginia: For placements in the Northern Virginia area, requests for placements are processed by the Educator Preparation Office **https://education.gmu.edu/office-of-teacher-preparation/internship/** based on the number of applicants, the licensure areas, the availability of qualified and volunteer Mentor Teachers recommended by school principals and/or University Supervisors, and each school division's conditions for accepting Teacher Candidates. Assignments of University Supervisors are made before the semester begins based on their experience and availability. Qualified adjunct faculty are employed as University Supervisors when full-time faculty are not available. Changes in teaching internship placements, Mentor Teachers, and/or University Supervisor assignments are rarely made and considered only for serious reasons. Such changes must be approved by the Mason course facilitator faculty member in charge of the Teaching Internship course and coordinated through the Educator Preparation Office.

International/Non-local: For international or non-Northern Virginia placements, the initial contact with the school is usually made by the ESOL office. If the Teacher Candidate provides a resume, two letters of recommendation, and a list of accredited schools (with the directors' names and email addresses) that s/he/they want to pursue, ESOL will contact each one for a placement. *It is important to create a list of schools as early as possible, generally in January or February before a fall placement.* If a Teacher Candidate already has connections at a desired school, s/he/they should seek guidance from the ESOL office about how to facilitate contact with the school to share his/her/their resume, letters of recommendation, and the requirements for supervision (below). If contact is made and the school shows interest (agrees to the placement), the Teacher Candidate should then notify the ESOL Fieldwork Coordinator, who will formally arrange for the placement.

Outside Employment

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 to become more effective teachers.

Eligibility for Becoming a Teacher Candidate

Eligibility requires that candidates have:
1) Good academic standing,
2) Satisfactory completion of all other licensure coursework in the program,
3) Passing scores on *Praxis II* tests (Praxis ESL)
4) Endorsement (content area review) coursework completed satisfactorily,
5) Registration for the Teacher Candidate experience in the previous academic semester.

Length of the Teacher Candidate Placement

GMU requires a minimum of **300 total teaching clock hours, including 150 clock hours of direct teaching**. This commitment is a **15-week full-time experience**. These requirements exceed the current state licensure

requirement. An extended period of teaching provides better preparation and is protection against contingencies such as illness or other interruptions. Candidates are expected to complete the full semester. To fulfill licensure requirements: ESOL Teacher **traditional Candidates should have two separate placements (PK-6 and 7-12).** Candidates who expect two placements to pose a problem should contact the Fieldwork Coordinator early in the placement process. As for ESOL **teacher OTJ Candidates should have 20 hours of observation in the opposite grade level of what they teach.**

During the Teacher Candidate **traditional** placement, each **Candidate must complete a minimum of 75 hours of direct teaching in their classroom per each placement (150 total).** This is a gradual evolution of accepting responsibility during the placement in which the Mentor Teacher slowly decreases their active role as the Candidate takes control of the classroom. Then, as the candidate transitions into the second placement or completion of the placement, the Mentor Teacher will gradually resume full control of the classroom. The Mentor Teacher and On-Site Supervisor or University Supervisor will work towards a mutually agreeable schedule to complete the required direct teaching in each placement. As for the **OTJ** candidates, your **total of 150 hours of direct teaching will be in your typical classroom setting.**

At no time can the Traditional Student Teacher Candidate be **solely** responsible for the classroom; an appointed supervisor must be available and onsite throughout the Traditional Candidate Teacher's experience. **Traditional Candidate Teachers are not permitted to serve as substitute teachers in the classroom.**

TEACHING INTERNSHIP REQUIREMENTS

Attendance

For OTJ candidates, you are expected to report to your new hire school as part of your contract commitment; a mentor teacher or on-site supervisor will provide guidance and assistance through frequent communication and will be evaluated based on formal observations by the Mentor Teacher or On-Site Supervisor and University Supervisor. As for *traditional candidates*, the internship requires each candidate to work with Mentor Teachers and students each day while being evaluated jointly by the Mentor Teacher or On-Site Supervisor and University Supervisor. *All traditional interns will begin and end each school day at approximately the same time as the Mentor Teacher.* The only exception would be when the intern chooses to participate in before- or after- school programs when the Mentor Teacher does not. Traditional Teacher Candidates maintain the same schedule as 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

All 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 or Course Facilitator must be notified of all absences for Traditional Teacher Candidates.

School Dress Code

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

Substituting

Teacher Candidates are *not allowed to be employed (except as On-the-Job Interns) 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 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 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.

Records Retention

Contents of cumulative folders will be retained for one year after completion of the internship. After that, the transcript and the *Final Evaluation Rubric* will be the only available records. Therefore, Teacher Candidates should keep their own copies of evaluations, logs, summaries, and other records pertaining to the Teaching Internship.

Recommendations

Most prospective employers expect applicants to submit recommendations in some form from their Mentor Teacher(s) and On-Site Supervisor or University Supervisor. If a negative recommendation is warranted, the Candidate should be told.

Canvas and VIA Submissions

Every student registered for any ESOL course with a required performance-based assessment is required to post it and be evaluated through Canvas and VIA portfolio submissions. Failure to submit the assessments to Canvas and VIA will result in the instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required submissions, the IN will convert to an F nine weeks into the following semester.

SPECIAL ASSISTANCE FOR TEACHER CANDIDATES

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

- Arranging for observation of another Candidate or a teacher who models the skills which the Candidate needs to demonstrate, followed by a conference.
- Changing placement within the school to provide a better match of the Candidate and Mentor Teacher.
- Changing a placement to another school if a suitable alternative placement is not available in the same school.
- Modifying the schedule for independent teaching to begin more gradually and/or to add days.
- Providing special experiences during the period after independent teaching in order to address areas needing improvement.
- Facilitating conferences with the Candidate's academic advisor and/or course instructors.

- Advising the candidate that it is in his/her best interests to repeat all or part of an internship in the following year.

THE TEACHING TEAM

The teaching internship team consists of 3 members: the Teacher Candidate (TC), the Mentor Teacher (MT), and the University Supervisor (US) or the On-Site Supervisor (OS). For international or placements outside of the Northern Virginia area, there will also be a university Course Facilitator that runs the online course (for students in the Northern Virginia area, the University Supervisor will fulfill this role). The effectiveness of the Internship depends on the degree to which all members of this team fulfill their responsibilities and establish good working relationships. **Frequent and open communication is essential.**

Teacher Candidate

The Teaching Internship can be a time of great personal and professional growth. Being in a full-time position, it can be stressful because there is so much to learn and so much at stake. Being flexible in adapting to differences in school cultures, teaching styles, supervisors' philosophies, and students' needs will reduce anxiety and increase growth.

When a placement is made, the Teacher Candidate (TC) should make the initial contact with the Mentor Teacher (MT) to arrange the first meeting. The first meeting should take place at least one week before the Internship period begins. For Teacher Candidates in the Northern Virginia, try to ensure that the University Supervisor can also attend that meeting (whether that be virtually or in person); however, the University Supervisor will also reach out to the Mentor Teacher to meet (virtually or in-person) to review expectations and paperwork.

During the internship, Teacher Candidates should:
- Plan in great detail. Planning is one area where you cannot emulate an experienced teacher.
- Become a "reflective practitioner." Learn from everyone around you, but especially from your students and from your own missteps.
- Earn the respect and confidence of colleagues by demonstrating initiative through claiming responsibility and showing resourcefulness.
- Demonstrate high standards of ethics and professionalism in your dealings with colleagues, students, and parents.
- Maintain the schedule of the school, teacher and class with whom you work; participate in after-school and evening activities as does your Mentor Teacher.
- Ask for assistance, feedback, coaching and constructive criticism - and act on it as appropriate.
- Be responsible for initiation of feedback logs by setting up informal observation dates with Mentor Teacher, completion of log of hours, and collection of all documentation.

Mentor Teacher

The Mentor Teacher serves as role model, instructor, and coach for the Teacher Candidate. All Mentor Teachers must have at least three years teaching experience and be licensed in the area the candidate is seeking licensure. Mentor Teachers should be recognized for excellence in the field of education as noted by supervisors, parents, or others and be willing to share best practices, guidance, and wisdom with the Teacher Candidate.

The Mentor Teacher's primary responsibility is for his or her students' welfare and learning. Therefore, supervising specifically a traditional Teacher Candidate requires careful planning of the transition to independent teaching and good judgment about the Teacher Candidate's readiness. The following is a list of the responsibilities *of the traditional candidate's* **Mentor Teacher**:

- Treat the Teacher Candidate as a colleague to increase students' and parents' acceptance.
- Co-plan and co-teach during the first month of working together.
- Talk regularly with the Candidate, especially about rationale of making specific instructional decisions.
- Build confidence by having the Teacher Candidate gradually assume responsibility for instruction.
- Oversee the Teacher Candidate's planning and monitor the assessment of students' learning.
- Withdraw gradually from active responsibilities in the classroom during the independent teaching period, shifting authority and responsibility to the Teacher Candidate.
- Conduct two lesson observations during the independent teaching phase. Fill-out the Internship evaluation forms (check documentation sections for details). Provide pre- and post-conference feedback.

The following is a list of the responsibilities *of the on the job candidate's* **Mentor Teacher**:

- Build consistent communication and provide assistance and support when needed.
- Provide feedback on lesson plan designs and implementations.
- Conduct two lesson observations during the independent teaching phase. Fill-out the Internship evaluation forms (check documentation sections for details). Provide pre- and post-conference feedback.

In general, ALL Mentor teachers of both types of internship candidates are responsible to:

- Assist with video recording of the Teacher Candidate's performance as necessary (International TC).
- When giving feedback, encourage reflection and self-analysis.
- Be open and honest about areas needing improvement, and provide assistance as feasible.
- Discuss any concerns or problems immediately with the On-Site Supervisor or the University Supervisor.
- Introduce the teacher candidate to the full range of teachers' duties and resources. By word and action, communicate love of teaching and commitment.
- Complete biweekly progress reports for the Teacher Candidate.
- Observe two lessons using the appropriate form (Teacher Candidate Internship Evaluation form).
- Complete the interim and final InTASC Teacher Candidate Evaluation. The On-Site Supervisor or University Supervisor will review in collaboration with the MT as necessary.
- Provide the Candidate with a recommendation for employment, if warranted.

NOTE: The student is NOT graded by the MT. The MT is only observing, recording and providing supportive feedback that is in no way punitive to the Teacher Candidate.

University Supervisor (US)/On-Site Supervisor (OS)

The University Supervisor or On-Site Supervisor serves as a link between the school and the university, providing support and guidance to both Teacher Candidate and Mentor Teacher. The US/OS plays a critical role in facilitating communication and in providing feedback, assistance, and evaluation for the Teacher Candidate. ESOL requires that On-Site Supervisors or University Mentors to minimally have a master's degree in education, leadership in teacher education, and supervision experience.

The roles of the US/OS are to:
- Be accessible to Teacher Candidates through the required classroom visitations.
- Encourage open communication within the team and a collaborative approach to supporting the Candidate.
- Provide guidance on school policies and procedures for the Teacher Candidate placement when needed. Check to ensure that they are followed.
- Conduct two formal observations (per placement-*traditional student*) of the Teacher Candidate, with pre- and post-conferences using the appropriate form (Teacher Candidate Internship Evaluation). Observations should be of different classes or subject areas, as possible.
- Collaborate with the Mentor Teacher to complete the interim and final InTASC Teacher Candidate

Evaluation as necessary.
- Promote reflective practice through interactive supervision.
- Coordinate evaluation and grading of the Teacher Candidate's performance.
- Provide the Candidate with a recommendation for employment, if warranted.

FORMAT OF TEACHING INTERNSHIP

In all cases, the *Traditional Teacher Candidate* begins by observing and co-teaching, and then gradually assumes responsibility for instruction **until he/she carries the full teaching load**. Toward the end of the assignment, the Teacher Candidate gradually returns responsibility for instruction to the Mentor 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. As for the *On-The Job candidate*, he/she should hit the ground running assuming all teaching responsibilities assigned by the hiring school.

A summary of the schedule for the Traditional Teacher Candidate is below.

	Teacher Candidate (TC)	Mentor Teacher (MT)	On-Site Supervisor (OS)/ University Supervisor (US)
Prior to First week	Visit school(s). Meet principal(s), MTs and OS/US.	Meet TC	Meet TC
Weeks 1-4 and 8-11	Orientation to school and/or class(es). Observe and assist. Co-plan/co-teach beginning with 1-2 sections or specific lessons. Prepare notebook for lesson plans and observation/progress reports.	Conduct school-based orientation. Review teaching plan with TC and OS/US. Team plan and teach (co-teaching). Begin observations (MT) and progress reports (MT).	Contact MTs and TCs to visit class. Schedule observations as feasible.
Weeks 4-7 and 11-14	**Gradually assume full responsibility** for teaching. Participate in related student activities, parent conferences, meetings, staff development, etc. Confer daily with MT and with OS/US as needed. Virtual/international interns should videotape lessons, one at the beginning of independent teaching (interim) and one towards the end (final), and ensure MT and OS/US formally observe these lessons using the appropriate form (*Teacher Candidate Internship Evaluation*). Non-virtual/local students should schedule formal observations with the Mentor Teacher and University Supervisor. Participate in interim and final evaluation conferences. Ensure documentation is submitted in Blackboard by required deadlines.

Note: Teacher Candidates in an On-the-Job placement (OTJ) will only complete 2 total videos/formal observations in a semester. Please see the EDCI 793 syllabus for more information. | Gradually withdraw from teaching. Arrange for videotaping or formal observations using the *Teacher Candidate Internship Evaluation* form. Complete biweekly progress reports. Confer daily with Teacher Candidate, and with OS/US as needed. Conduct interim and final evaluation conference with Teacher Candidate and OS/US. | Conduct two formal observations with written reports and feedback conferences for each placement using the appropriate form (*Teacher Candidate Internship Evaluation*). Review reports from MT. Provide assistance as requested or needed. Conduct interim and final evaluation conference with Teacher Candidate and MT. |

Weeks 7-8 and 14-15	Withdraw from independent teaching responsibilities. Observe or assist in other classes and resource programs. Participate in evaluation process. At end of teaching, submit all documentation to TCLDEL Office via Blackboard.	Resume responsibility for class(es). Arrange for Teacher Candidate to observe or assist in other classes and resource programs. Complete Summary of Placement form, including suggested grade, with OS/US. Complete Disposition Form and provide to student for upload.	Complete Summary of Placement Form, including suggested final grade, with MT. Final grade will be issued by University Supervisor, TCLDEL.

GRADING

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

1. The grading scale will be **Pass (P/S), Fail (F), or In Progress (IP)** in accordance with GMU policy for internships and GSE policy for counseling and administrative internships.
2. The Mentor Teacher and On-Site Supervisor (if applicable) shall suggest a final grade jointly after consultation (but final grades will ultimately be assigned by the University Supervisor or Course Facilitator).
3. A Candidate whose performance cannot be evaluated at the end of the grading period will receive a grade of *IN* (incomplete). An *IN* grade will be changed to *P/S* or *F* before the beginning of the next semester.
4. In some cases, if a Teacher Candidate receives a grade of *F,* s/he may apply for special permission to repeat the teaching process. However, it should be noted that, in some cases, a grade of *F* may be accompanied by a recommendation that the Teacher Candidate **not** to be allowed to repeat the teaching experience. In such cases, the student will be counseled out of the licensure program, although not necessarily out of the degree program.

DOCUMENTATION

There is a fair amount of documentation required in this course, and it is important to be on top of the paperwork to not let it pile up *and* to give the Mentor Teacher, University Supervisor, or On-Site Supervisor ample time to review, complete, and sign each form. Below is a list of the required documentation from all teacher candidates:

- **Log of Hours:** Each Teacher Candidate will need to keep track of the hours that they are engaged in Teaching Internship 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).
- **Bi-Weekly Progress Reports:** Teacher Candidates and Mentor Teachers will complete a bi-weekly progress report detailing progress, successes, and areas for attention. The Teacher Candidate will complete Part I of the Progress Report, detailing major work in the period, and then give the form to the Mentor Teacher for Parts 2 and 3, successes and areas for attention/suggestions for development. The Mentor Teacher will sign (digital signatures are acceptable) the form and return it to the Teacher Candidate to upload to Blackboard.
- **Lesson Plans:** For all direct teaching activities, the Teacher Candidate will provide lesson plans for review by the Mentor Teacher prior to the teaching episode. Sample lesson plans are provided for the Teacher

Candidate on Blackboard, but it is recommended that Teacher Candidates utilize the lesson plan format that is used/required for their schools. Daily lessons should be available to review and discuss with the Mentor Teacher (applicable for TC), but they are not required to be submitted to Blackboard. **For lessons that are being used for evaluations of the teaching, all Teacher Candidates need to submit a lesson plan to all observers/evaluators two days before the lesson. Lesson plans for evaluation lessons will need to be submitted to Blackboard.**

- **Evaluated Lessons:** Each Teacher Candidate will be formally evaluated two times (*per placement)* by the Mentor Teacher and University Supervisor/On-Site Supervisor. For Teacher Interns in the Northern Virginia area, a lesson time will be agreed upon with the Mentor Teacher and University Supervisor (the University Supervisor may be face-to-face or virtual, depending upon the preferences of the school). For Teacher Candidates **outside** of the Northern Virginia area, or those in the Northern Virginia area who are completing observations asynchronously, lessons will be done with the Mentor Teacher observing live (if possible) and are required to be video-recorded to be viewed by the On-Site Supervisor and Course Facilitator. It is *highly* suggested that all students, regardless of how they are being observed, also record the lesson for review and reflection. A *Video Recording Release Form* can be found in the Appendix and must be signed and submitted for all students who will be visible in the video (or per the school's requirements).
    - Following an evaluation, the Teacher Candidate will upload the following onto Canvas:
        - Teacher Candidate Internship Evaluation Form from Mentor Teacher
        - Teacher Candidate Internship Evaluation Form from University Supervisor or On-Site Supervisor
        - Lesson plan
        - Video segments (for those being asynchronously observed-International students ONLY)
        - Lesson reflection (Students in Northern Virginia can substitute lesson reflection with a recap meeting after observation with US & MT)
- **InTASC Internship Evaluation Form:** The InTASC Internship Evaluation is a teaching evaluation for all teachers, regardless of teaching subject or level. This evaluation needs to be completed at the mid-point and end-point (*of each placement)* by the Mentor Teacher in conjunction with feedback from the University or On-Site Supervisor.
- **Summary of Placement Form:** The summary of placement form provides a snapshot of the logistics at the internship placement. This form needs to be completed by all Teacher Candidate in conjunction with the Mentor Teacher and On-Site Supervisor or University Supervisor *at the end of each placement*.

All of these forms will be retained in the ESOL Office for at least one year. Each Teacher Candidate who completes the placement successfully will have a GMU transcript which contains documentation of meeting state-approved teacher licensure program requirements, including hours of independent teaching at various grade levels, and the final grade.

All forms will be made available as Word Documents and as fillable PDFs for Teacher Candidates, Mentor Teachers, and On-Site Supervisors by the University Supervisor or Course Facilitator.

As there is a plethora of documentation that needs to be completed along the way, here is a listing – by role – of the paperwork requirements.

Teacher Candidate:
The Teacher Candidate is responsible for uploading all required documentation onto Canvas and VIA submission link (as required). The following documentation is the responsibility of the Teacher Candidate.
- *Log of Hours* – hours should be recorded daily on the log of hours form
- *Lesson plans* – completed daily in the school's lesson format (not submitted to Canvas, with the exception of lesson plans used during formal evaluations)
- *Bi-Weekly Progress Reports* – Teacher Candidate will complete section one before giving the form to the Mentor Teacher to complete
- *Evaluated Lessons* – Following an evaluation, the Teacher Candidate will upload the following onto Canvas:

- Teacher Candidate Internship Evaluation form from Mentor Teacher
- Teacher Candidate Internship Evaluation form from University Supervisor or On-site Supervisor
- Lesson plan
- Video segments (for asynchronously observed Teacher Candidates-International students ONLY)
- Lesson reflection (for asynchronously observed Teacher Candidates-International students ONLY)

Mentor Teacher:
- *Log of Hours* – sign the hours log to verify hours completed
- *Bi-Weekly Progress Report* – complete section 2 and 3 of the bi-weekly progress report
- *Evaluated Lessons* – complete a Teacher Candidate Internship Evaluation form on lessons, two times per placement
- *InTASC Internship Evaluation Form* – complete at the mid-point and end-point (of each placement)
- *Summary of Placement Form* – complete in conjunction the On-Site Supervisor or University Supervisor

On-Site Supervisor/University Supervisor:
- *Evaluated Lessons* – complete a Teacher Candidate Internship Evaluation Rubric on lessons, two times (per placement)
- *InTASC Internship Evaluation Form* – reviewed after completed at the mid-point and end-point (of each placement)
- *Summary of Placement Form* – complete in conjunction the Mentor Teacher
- *Disposition form-* completed by US on VIA at the end of the semester and students' internship placement(s)

TEACHING FORMS

The appendices of the handbook contain all documentation as Word documents. Teacher Candidates, Mentor Teachers, On-Site Supervisors, and University Supervisors may use these forms, but fillable PDFs will be provided to all members of the team, as well. Digital signatures are accepted

Log of Hours

Teacher Candidate:_____

Placement (School and Classroom):_____

Mentor Teacher:_____

Log Sheet #___(e.g., *1 of 3).*   Verified by Mentor Teacher: _____

Date	Hours of Direct Teaching (75 hrs. each school placement)	Hours of Indirect Teaching (75 hrs. each school placement)	Hours of School-Based Activities	Comments
Total Hours				

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

Indirect Teaching = Time spent observing, planning, grading, attending faculty meetings, and other teaching-related experiences during the school day.

School-Based Activities = non-teaching duties occurring outside of school hours, such as parent open house or school multicultural nights.

Bi-Weekly Progress Report

(To be completed every other week by the Mentor Teacher and the Teacher Candidate)

Teacher Candidate:_____Date_____to_____

School:_____Mentor Teacher: _____

Directions: The Teacher Candidate completes #1; the Mentor Teacher completes #2 and #3; the Teacher Candidate submits the signed copy to Blackboard.

1. Briefly describe your teaching activities for this period, with emphasis on major successes and difficulties.

2. Briefly describe strengths of the Teacher Candidate's performance for this period and areas needing improvement.

3. What recommendations do you have for the next two weeks?

_____   _____
Mentor Teacher - Signature   Date   Teacher Candidate - Signature   Date

ESOL Teacher Candidate Internship Evaluation   **Mid-Term   FINAL**

Name of ESOL Intern:_____   DATE_____

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

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

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

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

George Mason University
Internship Evaluation Rubric (InTASC)

This rubric describes the clinical experience performance standards for teacher candidates in the College of Education and Human Development (CEHD) at George Mason University. The evaluation will be completed by the mentor teacher, university supervisor/clinical coach, and the teacher candidate prior to a conference where one composite score is agreed upon and submitted through CEHD's online assessment system. If the average score for all standards is less than 2, or any individual standard is less than 2, the clinical experience/internship may be extended and materials resubmitted per instruction from the university supervisor/clinical coach and Program Coordinator.

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

Standards Assessed

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

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

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

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

GENERAL SCORING GUIDELINES

3 = *Highly Proficient:* Rich, sophisticated, exemplary in all aspects of quality (including both mechanics of writing and clarity/insightfulness of thinking), thoroughly accurate and developed, exceeds expectations for a Candidate at this stage of development, integrates thorough understanding of relevant professional literature/research. **All key proficiencies for the standard are met at a level beyond expectations for pre-service teachers**.

2 = *Proficient:* Well developed, good quality (may include very few errors in mechanics, and shows clarity of thinking), fully meets expectations for a Candidate at this stage of development, shows understanding of relevant professional literature/research. **All key proficiencies for the standard are met at a level expected for pre-service teachers.** This is the TARGET score.

1 = *Not Proficient:* Superficially developed, minimally acceptable quality (Written work/plans may include a few errors in mechanics and inconsistent clarity in thinking), lags behind expectations for most Candidates at this stage of development. May show beginning/weak understanding of the relevant professional literature/research. **At least one listed key proficiency for the standard is not met.**

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		

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

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

The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards. ***Key Proficiencies: Learner background, classroom culture***

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

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

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

The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation. ***Key Proficiencies: Learner rapport; pacing/transitions; classroom management***

Not Proficient 1	Proficient 2	Highly Proficient 3
○ 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		

Guiding Questions to Help with Grading (Elementary Education):
1. Does the Candidate develop a psychological environment that respects each student's individuality and culture?
2. Does Candidate create a climate for learning that is positive and supportive?
3. Does the Candidate create a safe physical and psychological environment within the context of the cooperating teacher's classroom?
4. In what ways does the Candidate help the students feel equally valued in the classroom? Does the Candidate create an environment where students treat each other fairly and respectfully?
5. Does the Candidate set expectations for behavior based on an understanding of child development? 2. Are expectations for behavior consistently expressed and employed? 3. Does the Candidate respond appropriately when expectations for student behavior are not met? 4. Does the Candidate make intentional effort to support positive behaviors?
6. Is there evidence of established routines and procedures that help the Candidate maximize the time available for instruction (i.e., is the majority of time devoted to learning activities opposed to managerial or behavior interruptions)?
7. If a non-instruction interruption occurs, does the Candidate resume instruction efficiently and quickly?
8. Do all students appear to be on task and engaging in meaningful instructional activities?

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

The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery. ***Key Proficiencies: Content representation; content clarify; instructional strategies for content***

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

Optional comments or evidence

Guiding Questions to Help with Grading (Elementary Education):
1. Does the Candidate have a thorough understanding of the content?
2. Does the Candidate have a thorough understanding of the skills associated with the content?
3. Does it appear that students understand and are engaged with the content?
4. Does the Candidate present content using clear language that seems to make sense to students and results in little confusion? (If students are confused, student teacher is able to present content in a different way so that it makes sense to students). 3.
5. Does the Candidate relate content to students' background knowledge and experiences?

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

The candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. **Key Proficiencies: Problem solving; real-work application; cross-curricular connections**

Not Proficient 1	Proficient 2	Highly Proficient 3
◯ 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

Guiding Questions to Help with Grading (Elementary Education):
1. Has the Candidate considered whether technology will enhance learning and/or make them more effective or efficient in teaching? 2. If using technology is appropriate, has the Candidate identified the most effective technology to use?
2. Has the Candidate engaged learners in critical thinking and problem-solving activities?
3. Has the Candidate encouraged collaboration among students?

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

The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making. *Key Proficiencies: Varied assessments; data analysis; feedback*

Not Proficient 1	Proficient 2	Highly Proficient 3
◯ The evidence indicates that the Candidate provided limited opportunities for learners to demonstrate learning by using a variety of assessments therefore did not have opportunities of feedback or analysis of learner data to inform future instruction.	◯ The evidence indicates that the Candidate provided effective feedback to learners on multiple instances of formative, summative, informal, and/or formal assessments and analyzed data to inform instruction.	◯ The evidence indicates that the Candidate provided multiple opportunities for learners to demonstrate learning by using formative, summative, informal, and/or formal assessments. Assessments were differentiated to match a full rating of learner needs and abilities, and the Candidate consistently analyzed data to inform instruction, with a clearly articulated rationale for data-based instructional decisions.
Optional comments or evidence		

Guiding Questions to Help with Grading (Elementary Education):
1) Does the Candidate select the most appropriate form of assessment?
2) Are the questions, activities, and assessments aligned to the lesson content?
3) Is the plan for assessment sufficiently systematic to provide the teacher with useful information about the extent to which learning outcomes have been met?
4) Is the assessment appropriate for all students in the class?
5) How does the Candidate monitor student understanding and make adjustments during the lesson?
6) Does the Candidate give frequent meaningful, substantive, and specific feedback for all students?
7) Does the Candidate differentiate assessment based on student learning needs?
8) Does the Candidate use a variety of assessment strategies including observation, documentation, and assistive technology when appropriate for data collection?
9) What documentation of student learning is the Candidate able to provide? Can the Candidate interpret the documentation? Does the Candidate use the documentation to plan future lessons?
10) Does the student teacher maintain accurate records of student performance (by recording grades, charting progress, maintaining portfolios, etc.)?

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

The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. ***Key Proficiencies: Lesson objectives; building on prior knowledge***

Not Proficient 1	Proficient 2	Highly Proficient 3
⃝ The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with standards and/or use of prior knowledge.	⃝ The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives that used appropriate scaffolds and differentiation that address learner needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies aligned with standards, including College- and Career-Ready Skills, and connects to future learning.	⃝ The evidence indicates that the Candidate planned challenging activities using learner appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that aligned with multiple standards, including College- and Career-Ready Skills, clearly connects to the range of previous and future learning.

Optional comments or evidence

Guiding Questions to Help with Grading (Elementary Education):
1) Does the Candidate a clear measurable objective(s)
2) Does the Candidate set a purpose and rationale for lessons?
3) Does the Candidate document the specific SOLs addressed for daily lessons? Can the Candidate explain what the essential content is for his/her lessons?
4) Has the Candidate planned a variety of developmentally appropriate activities which reflect the diverse needs of all learners?
5) Is there evidence that the Candidate differentiates instruction based on student instructional needs (e.g., homogeneous small groups, individualized instruction, etc.)?
6) In planning, has the student teacher identified points where modifications can be made to adjust pacing and transitions?
7) Are the questions, activities, and assessments aligned to the lesson content?

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

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. ***Key Proficiencies: Varied instructional strategies and technologies; differentiation***

Not Proficient 1	Proficient 2	Highly Proficient 3
○ The evidence indicates that the Candidate used limited instructional strategies that did not allow for differentiated learning situations and/or did not use at least one available technology to engage and challenge learners.	○ The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate, available technologies, to engage and challenge learners in differentiated learning situations.	○ The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate, available technologies, to engage and challenge learners in differentiate learning situations allowing all learners to take ownership of their learning.
Optional comments or evidence		

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

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

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.
Key proficiencies: Professional development; self-reflection; ethical manner

Not Proficient 1	Proficient 2	Highly Proficient 3
◯ 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		

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

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

The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.

Key Proficiencies: Collaboration; leadership

Not Proficient 1	Proficient 2	Highly Proficient 3
◯ The evidence indicates that the Candidate collaborated with colleagues on a limited basis (mentor/other school professionals/ Supervisors) and other stakeholders with little influence on classroom activities.	◯ The evidence indicates that the Candidate collaborated on multiple occasions with learners and families, as well as colleagues (mentor/other school professionals/Supervisors) in leadership, school, and professional activities initiating, advocating, or leading activities in the classroom to improve and support learning for all.	◯ The evidence indicates that the Candidate collaborated on multiple occasions with learners and families, as well as colleagues (mentor/other school professionals/ Supervisors) in leadership activities to initiate, advocate, and/or lead activities with stakeholders to improve and support learning.

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

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

Summary of Placement, Supervisors, Hours, and Final Grade

(The Mentor Teacher and On-Site Supervisor consult to determine a recommendation of PASS or FAIL for Teacher Candidate)

Teacher Candidate: _____

Semester:　　Fall: _____　Spring: _____　Year: _____

<u>Placement One</u>

Mentor Teacher: _____

Grade/Subject(s):_____　School:_____

Experience (Years):_____　Degree/License: _____

<u>Placement Two</u>

Mentor Teacher:_____

Grade/Subject(s):_____　School:_____

Experience (Years):_____　Degree/License: _____

On-Site Supervisor:_____　_____

Title:_____　Experience (Years):_____

School:_____　Degree/License:_____

Log of Hours Totals

Summary of Hours Spent in:	Total
Direct Teaching:	
Indirect Teaching:	
Other Activities:	
School-Based Activities:	

Recommended Final Grade for Teaching Internship (PASS or FAIL)_____

Cooperating Teacher's Signature_____Date _____

On-Site Supervisor's Signature_____Date _____

Field Experience Record/ OTJ Interns ONLY

To the Mentor Teacher/Supervisor:

The Teaching English for a Second Language (ESOL) graduate program at George Mason University requires all students complete a minimum of 15 hours of field experience in an appropriate K-12 classroom for each course. Field experience goes beyond observations of the classroom to include hands-on experience implementing teaching & learning activities required for professional educators. Your Mason student will provide a copy of the course syllabus indicating what is required to complete fieldwork, such as interviews with students, teachers or family members; lesson-planning; small group instructional activities; whole-class teaching or co-teaching; implementing or evaluating assessments; and other activities. Please verify the time and activities completed, as well as evaluate as best you can the students' dispositions for a career educator, by filling out and signing the document below. We appreciate your willingness to mentor/supervisor our Mason students into the profession and support their growth and learning. If you have questions about the program or the goals of fieldwork, please contact dvrtch@gmu.edu.

Student Name		Mentor Teacher/ Supervisor Name	
G number		School Name	
Course		School Location	
Semester		Grade or Subject	

Date	Grade	Activity Related to Performance Based Assessment	Number of Hours
8/23/19	5th Grade	Met with teacher to co-plan lesson	1

Student's Signature:_____ Date:_____

Mentor/Supervisor Signature:_____ Date:_____

Video Recording Release Form

International Students

George Mason University

2025-2026 Academic Year

Permission to Use Student Materials and Image in Video Recording

As a student in the Graduate School of Education at George Mason University I am requesting permission to use student materials and images in a video that will be used for discussion about best practices in teaching. Students will never be identified by name in the recording. This video will *only* be used for teacher professional development.

Teaching Intern:

Student's Name_____

Parent(s) or Legal Guardian(s) Signature_____

VIDEO RECORDING GUIDELINES
(updated June 2025)

The purpose of video recorded assignments is to help facilitate your professional development. These videos help you grow, learn and reflect on your teaching. In addition, they help your professors support your professional growth as they are able to provide feedback on your teaching even though they aren't with you in the classroom. In order to make sure we follow all of the guidelines of our school district partners for recording and using video, you must adhere to the following guidelines for video use.

PRIOR TO RECORDING ANY VIDEO:

I understand that I must…
1) ***Ask my mentor teacher if I have their permission and school administrators' permission*** to record myself teaching for course assignments and internship assignments.
2) Ask if there are any students who are not to be recorded because they completed the school district's media opt out form. ***Any students who opted out may not be on video under any circumstances.***
3) Provide a letter for the mentor to send home to **students if required by the school and mentor. Please note that you need to fill in your information on the attached template before providing it to your mentor teacher, and that this template should not be used if your mentor and school already has their own letter.**
4) Make sure that any video or audio captured is
   a. **Kept confidential and not shared outside of the intended uses** as a course assignment
   b. **Destroyed or deleted** once it is uploaded into a password protected system (Canvas).

BEFORE/DURING VIDEO RECORDING:

I understand that I must…
1) Make sure that no students are in area to be recorded who have completed the school district's media opt out form.
2) Ask my mentor to assist with recording if at all possible. If not, I should set the recording device up so that it captures primarily your teaching.
3) Do a quick pre-recording check to determine that the audio will be clear and that you will be easily seen.
   a) ***Go React Users:*** It is recommended that you either 1) use your laptop and record in the GoReact platform online or 2) use your mobile device and record in the GoReact app. Both of these will ensure the easiest uploading process. This also ensures that the video will not be saved on your devices.
   b) ***If you are NOT using GoReact***: You can record on your mobile device or laptop directly. It is imperative that you delete the copy of the video from your device as soon as it is loaded into the system request by your instructor (Bb or Kaltura).

AFTER RECORDING VIDEO

- No video should be retained on your laptop or mobile device. Delete videos once they are loaded into the secure platform requested by your instructor.

GO REACT SUPPORT:

https://help.goreact.com/hc/en-us/categories/115000013583-Goreactcom

1) Set up your account
2) Record directly from your laptop camera
3) Recording from the app on your phone (mobile)
4) Upload a video
5) Reviewing commenting on a video

https://help.goreact.com/hc/en-us/categories/115000013583-Goreactcom

Candidate Name and G#:   **Course with Section:** (if needed)
Evaluator: **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 should demonstrate behaviors that reflect positive dispositions befitting a professional. Dispositions are assessed multiple times during the teacher education program. Growth in one's dispositions is developmental and can be informed through instruction, experience, and reflection. A single occurrence of dispositional issues might be due to a lack of understanding of the disposition and expectations of appropriate behaviors. It is important that an assessor rely on observations of candidate behaviors when assessing dispositions. Assessment of dispositions should not be used as a punitive action, but as an instructional tool to address developmental gaps or clarify the overt actions being assessed for each dimension of the disposition. The dispositions also align to the InTASC Core Teaching Standards, nationally accepted teaching standards. The alignment is noted in parentheses after each disposition.

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

3 = *Highly Proficient:* Candidates receive this score when they exhibit behaviors beyond the expectations of candidates at this point in their programs. Assessors observe candidates demonstrate behaviors consistent with professional dispositions in multiple situations/data points, independent of external support or prompts. All proficiencies are met at a level **beyond** expectations for pre-service teacher.
2 = *Proficient:* This is the **TARGET** score. This score reflects that Candidates have met the standard at the level expected at this point in their program, with some support and guidance. Behaviors are observed that align with expectations for this specific dimension of the dispositions. Candidates who receive a 2 have successfully met the disposition. All proficiencies are met at a level expected for pre-service teachers.
1 = **Not Proficient***:* Candidates receive this score when their understanding and effort does not meet the Target, but they may exhibit some of the behaviors associated with the disposition at a minimally acceptable quality. This score indicates the Candidate lags behind expectations for most Candidates at this stage of development.
ND = *Not Demonstrated***:** This score reflects that a Candidate did not yet have opportunities to demonstrate the disposition due to placement opportunities.

Professional Responsibility (InTASC 9)				
The Candidate demonstrates professional responsibility with the following actions and words:	**Not demonstrated ND**	**Not Proficient 1**	**Proficient 2**	**Highly Proficient 3**
The Candidate exhibits professional behaviors (on time, professional dress, prepared for teaching, etc.)				
The Candidate self-reflects, self-regulates, and modifies behavior based on feedback.				
The Candidate exhibits integrity and ethical behavior.				
Comments or notes:				
Collaboration and Leadership (InTASC 10)				
The Candidate demonstrates collaboration and leadership with the following actions and words:	**Not demonstrated ND**	**Not Proficient 1**	**Proficient 2**	**Highly Proficient 3**
The Candidate exhibits teamwork and collaborates in professional interactions.				
The Candidate takes initiative appropriately.				
The Candidate seeks to understand and address challenges by initiating, advocating, or leading activities to improve and support my learning and the learning of others.				
Comments or notes:				
Cultural Responsiveness (Learner and Learning)				
The Candidate demonstrates cultural responsiveness with the following actions and words:	**Not demonstrated ND**	**Not Proficient 1**	**Proficient 2**	**Highly Proficient 3**
The candidate makes every effort to respond in a culturally and linguistically responsive way.				
The Candidate supports those around them to be successful.				
The Candidate demonstrates through their actions/interactions that diversity as an asset.				
Comments or notes:				
High Expectations for Learning (Instructional Practice)				
The Candidate demonstrates high expectations for learning with the following actions and words:	**Not demonstrated ND**	**Not Proficient 1**	**Proficient 2**	**Highly Proficient 3**
The Candidate takes responsibility for the learning of those with whom they collaborate or lead.				
The Candidate holds high expectations for stakeholders (e.g., students, peers, faculty, families).				
The Candidate monitors and assesses learning to provide feedback to others and reflect and alter actions individually and as part of a team.				

Comments or notes:

NOTE to Evaluator: One score of '**not proficient**' (1) should be viewed as a "teachable moment." The assessor should meet with the candidate to clarify expectations and discuss what behaviors were observed that warranted the score. (Programs and/or faculty can choose to create a development plan if a "1" is scored multiple times in a semester or program.)

Two ratings of 'not proficient' on one assessment will require the creation of a Professional Disposition Development Plan to assist the candidate in demonstrating growth of dispositions. (See the website at https://education.gmu.edu/teacher-track/connect for a copy of the Plan.)

A complete a Professional Dispositions Plan must be approved by the evaluator, academic program coordinator, and/or the Teacher Candidate.

For further direction and specifics related to how the dispositions are assessed in your program, please email the Academic Program Coordinator or Course Lead.

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