GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION

INTERNSHIP MANUAL

EDCI 794: Foreign/World Language: Chinese French, German, Japanese, Korean, Latin, Spanish

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INTRODUCTION

The School of Education's programs are aligned with learned societies and our faculty members are committed to GSE priorities. As a result, teacher candidates are prepared to be reflective practitioners who are responsive to diversity and effective professionals who use research-based practices and integrate technology. Field experiences and internships are an integral part of coursework and are the most significant opportunities for candidates to apply new knowledge, skills and dispositions.

The internship, the final course and culminating experience in GMU's state-approved teacher education programs, provides opportunities for extended practice under the guidance of experienced professionals from the school and university. Such professionals in the schools are called Mentor Teachers (MTs). The other member of the support team for a teacher candidate (TC) is the University Supervisor (US), who may be regular faculty, adjunct faculty, or a graduate assistant with experience in the licensure area.

The purpose of this Internship Manual is to provide guidance for the team of TC, MT, and US during student internships in Foreign and World Languages (all endorsements). This manual does not attempt to provide detailed assistance on planning, teaching, observation, supervision, or evaluation. These are covered in coursework or other training provided to members of the team, and help is available for the asking. Additional information on these topics is available in resource materials, which are available for reference in the Johnson Center Library.

ELIGIBILITY FOR INTERNSHIP

Eligibility for internships requires:
1. Good academic standing
2. Satisfactory completion of all other coursework in the licensure program
3. Submission of scores on:
   a. Praxis I tests for Reading, Writing, and Mathematics
   b. Virginia Communication and Literacy Assessment (VCLA)
   c. ACTFL Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT) **effective Spring 2008**.

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

Language proficiency is a critical component of the licensure program. Licensure Candidates who achieve below Advanced Low on the OPI / WPT and/or do not pass the Praxis II (for French, German, or Spanish) may not be eligible for completing the internship. Additional courses in the target language may be required to improve language proficiency. This could seriously delay the licensure process. Therefore, students are **strongly encouraged** to take the OPI / WPT well in advance of the student teaching/internship.

The Professional Licensure Committee(PLC) acts on requests for waivers of requirements and for approval of on-the-job internships.

IMPORTANT CONTACT INFORMATION

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INTERNSHIP PLACEMENTS

Requests for placements are processed in the Office of Teacher Preparation based on students' applications and the availability of qualified mentor teachers recommended by principals.

Placements also depend on the school divisions' conditions for accepting teacher candidates and the availability of mentor teachers to supervise. For example, Fairfax County Public Schools attempts to equalize the number of students placed in each administrative area. In Arlington County, students may be interviewed before placement. All school divisions require submission of transcripts and documentation of testing for Tuberculosis.

Assignments of university supervisors are made immediately before the semester begins on the basis of their expertise and teaching/research loads. Qualified graduate assistants and adjunct faculty are employed as university supervisors when a regular faculty member is not available.

Changes in internship placements and university supervisor assignments are made rarely and only for serious reasons. Such changes must be coordinated through the OTP, which also must be informed of changes in MT assignments and any changes in the intern's name, address, and phone number.

LENGTH OF INTERNSHIP

Mason requires 300 student teaching clock hours, including 150 clock hours of direct teaching. This commitment is a 15-week full-time experience. These requirements exceed the current state licensure requirement. An extended period of student teaching provides better preparation and is protection against contingencies such as illness or other interruptions. Students are expected to complete the full semester of internship except in unusual circumstances. In such cases, the Director of Educator Preparation may approve early termination based on the recommendation of the US and MT.

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

FORMAT FOR INTERNSHIP

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

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

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

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

Time	Teacher Candidate (TC)	Mentor Teacher (MT)	University Supervisor (US)
First Placement Prior to First Week	☐ Attend Orientation to meet US and receive materials for MT ☐ Contact schools early to meet principals and MT		☐ Attend Mason orientation to receive manual, assignments, and to meet TCs ☐ Communicate expectations

Weeks 1-4	☐ Begin Log of Hours (E-2)
	☐ Attend any orientations to schools and class(es).
	☐ Observe and assist MT
	☐ Co-plan / Co-teach beginning with 1-2 sections or specific lessons
	☐ Prepare 3-ring binder for:
	  • Lesson plans
	  • Journal entries
	  • Log of hours (E-2)
	  • Completed Informal Observation Reports by MT (A-2)
	  • Completed Progress Reports – biweekly with MT (D)
	  • Completed Formal Classroom Observation Reports by US (A-1)
	  • Completed Summary Observation Report by US (G)
	  • Completed Profile Evaluation Reports by US with MT for midterm and final evaluations (H)
	  • Completed Summary Of Placement by US with MT (F)
	☐ Begin Professional Development Portfolio (refer to I-1)
		☐ Conduct school-based orientation
		☐ Review student-teaching plan with TC and US
		☐ Team plan and co-teach with TC
		☐ Conduct Informal Observations (A-2)
		☐ Complete Progress Reports biweekly with TC (Appendix D)
			☐ Contact MTs to visit sites and to meet principals (both placements)
			☐ Clarify procedures with MT
			☐ Schedule observations as feasible

Week 4 Quarterly Evaluation	☐ Gradually assume independent teaching ☐ Review Experience Checklist with MT (B)	☐ Continue Informal Observations and Progress Reports with TC ☐ Review Experience Checklist with TC (B)	☐ Conduct formal observation with MT (A-1) ☐ Check Log of Hours (E-2) ☐ Confer with TC and MT ☐ Assist TC with development of Portfolio
Week 5-7	☐ Continue independent teaching with gradual return to MT in Week 7	☐ Continue Informal Observations and Progress Reports with MT	☐ Maintain contact with MT and TC

Week 7 Mid-term Evaluation	☐ Collect copies of all reports from US (E-2, F, G, H)
	☐ Continue work on Professional Development Portfolio
		☐ Conduct Profile Evaluation (H) and discuss final grade with US
		☐ Assist US in completing mid-term evaluations (E-2, F, H) List the document titles here
		  ▪ Teacher Candidate Common Assessment
			☐ Conduct Summary Observation Report (G)
			☐ Review Profile Evaluation (H) with MT and discuss final grade.
			☐ Conduct Summary of Placement with MT (F)
			☐ Sign Log of Hours (E-2)
			  ▪ Teacher Candidate Common Assessment

NOTE: LETTERS IN PARENTHESIS REFER TO THE APPENDICES.

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

Time	Teacher candidate (TC)	Mentor Teacher (MT)	University Supervisor (US)
Second Placement Weeks 8-11	☐ Begin Log of Hours (E-2) ☐ Observe and assist MT ☐ Co-plan / Co-teach beginning with 1-2 sections or specific lessons ☐ Continue to use 3-ring binder for all lesson plans, journal entries, and documents	☐ Conduct school-based orientation ☐ Review student-teaching plan with TC and US ☐ Team plan and co-teach with TC ☐ Conduct Informal Observations (A-2) ☐ Complete Progress Reports biweekly with TC (Appendix D)	☐ Contact MT to visit site and to meet principal (follow up to initial call done at beginning of semester) ☐ Clarify procedures with MT ☐ Schedule observations as feasible ☐ Schedule a mid-semester meeting of TCs (if feasible)
Week 12 Quarterly Evaluation	☐ Gradually assume independent teaching ☐ Contact GMU Academic Advisor and coordinate a time and place (with MT and US) for end of semester presentation of Professional Development Portfolio ☐ Review Experience Checklist with MT (B)	☐ Continue Informal Observations and Progress Reports with TC ☐ Review Experience Checklist with TC (B)	☐ Conduct formal observation with MT (A-1) ☐ Check Log of Hours (E-2) ☐ Confer with TC and MT on progress
Week 13-15	☐ Continue independent teaching with gradual return to MT in Week 14 ☐ Complete Professional Development Portfolio	☐ Continue Informal Observations and Progress Reports with TC	☐ Maintain contact with ST and MT
Week 15 End of Internship Evaluation	☐ Collect copies of all reports from US (E-2, F, G, H, J) ☐ Present Professional Development Portfolio to Dr. Haley	☐ Conduct Profile Evaluation (H) and discuss final grade with US ☐ Assist US in completing end of semester evaluations (E-2, F) ▪ Teacher Candidate Common Assessment ▪ CEHD Dispositions	☐ Conduct Summary Observation Report (G) ☐ Review Profile Evaluation (H) with MT and discuss final grade ☐ Conduct Summary of Placement with MT (F) NOTE: Hours and Grade should reflect CUMULATIVE numbers for the entire 15 week internship ☐ Sign Log of Hours (E-2) ▪ Teacher Candidate Common Assessment ▪ CEHD Dispositions

NOTE: LETTERS IN PARENTHESIS REFER TO THE APPENDICES.

SUMMARY OF SCHEDULES FOR STUDENT TEACHING
FOREIGN/WORLD LANGUAGES
for On-the-Job Candidates

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

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

RESPONSIBILITIES OF THE TEAM

Student teaching/internship is widely regarded as the single most important component of teacher education. The effectiveness of the experience depends upon the degree to which all members of the team fulfill their responsibilities and establish good working relationships. Frequent and open communication is essential. It is particularly important that the University Supervisor and the Mentor Teacher work as a team to provide support and guidance to the teacher candidate.

The Teacher candidate/Intern

Student teaching/internship should be a time of great personal and professional growth. It is hard work, exciting, and stressful because there is so much to learn and so much at stake. Flexibility in adapting to differences in school cultures, teaching styles, supervisors' philosophies, and students' needs will reduce anxiety and increase growth. During this time, teacher candidate should:

- Earn the respect and confidence of your colleagues by demonstrating initiative, responsibility, and resourcefulness.
- Become a "reflective practitioner." Learn from everyone around you, but especially from your students and from your mistakes.
- Ask for assistance, advice, feedback, coaching, and criticism - and act on it as appropriate.
- Plan in great detail. Planning is one area where you cannot emulate an experienced teacher.
- Demonstrate high standards of ethics and professionalism in your dealings with colleagues, students, and parents.
- Be responsible for initiation of progress reports, completion of logs, and collection of all documentation. Keep records of documents, lesson plans and a personal journal of experiences in a 3-ring binder.
- Prepare and present a Professional Development Portfolio (Appendix I) which documents your development as a reflective and capable teacher.
- Complete an evaluation of this manual (Appendix L).

The Mentor Teacher

The Mentor Teacher (MT) serves as a role model, instructor, and coach for the candidate. The classroom teacher's primary responsibility is for his or her pupils' welfare and learning. Therefore, supervising a teacher candidate/intern requires careful planning of the transition to independent teaching and good judgment about the teacher candidate's/intern's readiness.

- Communicate with Dr. Haley (GMU) and/or University Supervisor regarding expectations.
- Become familiar with the content of the GMU licensure program.
- Treat the teacher candidate/intern as a colleague in order to increase students' and parents' acceptance.
- Co-plan and co-teach during the first month of working together.
- Talk regularly, especially about why you make instructional decisions.
- Build confidence by having the teacher candidate/intern gradually assume responsibility for instruction.
- Oversee the teacher candidate's/intern's planning, and monitor the assessment of your pupils' learning.
- Withdraw gradually from your classroom during the independent teaching period, shifting authority and responsibility to the teacher candidate/intern.
- Commit to staying in the target language at least 90% of the time.

- Provide specific feedback for *informal classroom observations* using Appendix A-2. While there is no required number of times this form should be used, it is a useful tool for tracking performance, growth and any potential problems.
- 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 with the university supervisor.
- Introduce the teacher candidate to the full range of teachers' duties and resources (Appendix B).
- Complete Progress Reports biweekly (Appendix D) for the candidate and university supervisor.
- Give advice and support during the student's portfolio development (refer to Appendix I).
- Provide the candidate with a recommendation for employment, if warranted.
- Complete the Profile of Evaluation (Appendix H) and reach consensus with the university supervisor on the grade(s).
- Attend the final presentation of the teacher candidate/intern's Professional Development Portfolio.
- Complete the evaluation of the university supervisor (Appendix K-3).
- Complete an evaluation for this manual (Appendix L).

The University Supervisor
The university supervisor serves as a link between the school and the university, providing support and guidance to both teacher candidate/intern and the Mentor Teacher. The university supervisor plays a critical role in facilitating communication and in providing feedback, assistance, and evaluation for teacher candidates/interns. During each placement:
- Be accessible to teacher candidates and school staff through regular visitations and by phone.
- Encourage open communication within the team and a collaborative approach to supporting the student.
- Provide guidance on policies and procedures for student teaching. Check to ensure that they are followed.
- Conduct *at least two formal observations* using Appendix A-1 (minimum one for each placement).
- Conduct *two formal observations* at midpoint and at endpoint using Appendix G (one for each placement).
- Provide pre- and post-conferences for the formal observations and make copies of the written reports for each teacher candidate.
- Promote reflective practice through interactive clinical supervision, reviewing teacher candidate's journals, encouraging self-analysis, and guiding development of the required Professional Development Portfolio (See the section below and refer to Appendix I for details).
- Keep OTP and Dr. Haley informed of major problems or of changes in the student teaching placement.
- Facilitate the record keeping and documentation necessary for licensure and administration of the program.
- Coordinate at least one opportunity for intern to share the portfolio in progress with peers.
- Attend the final presentation of the teacher candidate/intern's Professional Development Portfolio.
- Sign Log of Hours (Appendix E-2) for each placement.
- Provide mid-term and final grades using Appendixes F and H.
- Provide the candidate with a recommendation for employment, if warranted.
- Complete an evaluation for this manual (Appendix L).

Role of the University Supervisor in the Professional Development Portfolio
The University Supervisor will guide the intern in the development and completion of the Professional Development Portfolio by providing encouragement and feedback. Toward the end of each semester, the student will organize and schedule a conference for presentation of the portfolio with the members of the internship team and the Academic Advisor.

Both the midpoint and final presentation should take on the tone of a culminating conference in which the candidate speaks about his/her growth as a teacher, using the portfolio contents as evidence. During the final presentation at the end of the semester, the Academic Advisor will facilitate the presentation, which will include the Mentor Teacher, University Supervisor, and possibly another person (such as the site coordinator or principal) who has been directly involved with the internship. The Academic Advisor will evaluate the portfolio and presentation with input from the University Supervisor and the Mentor Teacher. The portfolio will serve as one of several sources for evaluation of the internship.

The following is a list of questions for the intern, which should be covered during the portfolio presentation:
1.   What is your vision of teaching, and what does your portfolio reveal about this vision?
2.   What kind of teaching style do you have, and how does this style emerge in your portfolio?
3.   How do you think about students, and is this evident in your portfolio?
4.   How were you most effective in increasing students' achievement?

During each semester, there should be at least one opportunity for sharing the portfolios in progress with peers. This should be accomplished in small groups, as arranged by the University Supervisor.

DOCUMENTATION

The Internship Manual contains all forms, which must be submitted to EPO at the end of the student teaching/internship experience (except for the forms required for compensation of the Mentor Teacher). **These forms should be copied as needed**. Folders containing the Internship Manual and other information for university supervisors and Mentor Teachers are distributed at the scheduled Teacher Candidate Orientation or afterward in EPO, Thompson Hall. Students deliver the folders to their Mentor Teachers unless teachers have requested the materials earlier. These folders should be used to collect and submit documentation to EPO through the university supervisor. Students should be provided copies of all documents to the university supervisor and the Mentor Teacher.

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

- **Daily Lesson Plans:** The teacher candidate must provide daily lesson plans for review by the Mentor Teacher and for the university supervisor as requested. The format may be mutually determined, but should include the elements shown in Appendices C (1-3).
- **Daily Log of Hours:** Teacher candidates must keep a daily log of hours. The **log** (Appendix

E-2) and **summary** (Appendix F) are kept in the binder and submitted to the university supervisor upon completion of each placement of the student teaching/internship.

- **Journal Entries:** Teacher candidates must make journal entries, which are kept in the binder for review by the university supervisor and Mentor Teacher. These entries should reflect teaching experiences that impact the teacher candidate's growth and progress during the internship
- **Bi-weekly Progress Report:** Teacher candidates complete Part I of the Progress Report (Appendix D) once every two weeks, give it to the Mentor Teacher for completion of Parts 2 and 3, and submit it to the university supervisor. Interns should keep copies of these for the Professional Development Portfolio as evidence of professional growth.
- **Experience Checklist:** The teacher candidate should review the **Experience Checklist** (Appendix B) with each Mentor Teacher after the first few weeks of working together. Areas of interest should be addressed during the rest of the internship (for each placement).
- **Evaluations:** The candidate should complete evaluation reports for each Mentor Teacher (Appendix K-1) and the university supervisor (Appendix K-2). An evaluation of this manual should also be completed using Appendix L.
- **Other:** Teacher candidate should keep copies of the **Classroom Observation Reports** (Appendix A-1, A-2)**, Summary Observation Reports** (Appendix G) and the **Profile for Evaluation of Teacher candidate** (Appendix H) in the binder. These reports may also be incorporated in the professional development portfolio as evidence of professional growth.

Documentation: Mentor Teachers

- **Informal Observations:** The MT is encouraged to use the *Worksheet for Informal Classroom Observations* (Appendix A-2) for *informal* classroom observations. This form should be used throughout the internship as it is a valuable tool for completing the biweekly Progress Reports and the Profile for Evaluation.
- **Bi-weekly Progress Reports:** The MT completes parts 2 and 3 of the *Progress Report* (Appendix D) once every two weeks.
- **Experience Checklist:** The MT should fill this form out with the teacher candidate/intern after the first few weeks of working together. Areas of importance to the teacher candidate should be addressed in the remaining weeks.
- **Profile for Evaluation:** At the end of each placement, the MT (often with the university supervisor) completes the interim (MT at first placement) *or* final (MT at second placement) **Profile for Evaluation** (Appendix H) and reaches consensus with the university supervisor about the assignment of a grade**.**
- **Evaluations:** The MT should complete an evaluation report for the university supervisor (Appendix K-3). An evaluation of this manual should also be completed using Appendix L.
- **Other:** MT should verify log hours and assignment of final grade with the university supervisor (Appendix F).

Documentation: University Supervisors

- **Formal Observation Reports:** The university supervisor should conduct *at least 2 formal observations* using the *Formal Observation Report* (Appendix A-1). Teacher candidates/interns should be observed *approximately* weekly after they begin to teach independently.
- **Summary Observation Reports:** University Supervisors conduct midpoint and endpoint

observations using the *Summary Observation Report* (Appendix G). Observations should be of different classes or subject areas. University Supervisors should share the observation reports with the MT as well as the teacher candidate. Teacher candidates are encouraged to incorporate these documents in their Professional Development Portfolio as evidence of professional growth.

- **Profile for Evaluation:** The university supervisor (often with the MT) completes an interim and final *Profile for Evaluation of Teacher Candidate* (Appendix H) and reaches consensus on the grade with the Mentor Teacher. Interns should keep copies of these for the portfolio as evidence of professional growth. Signatures are necessary to verify such consensus and that the form has been reviewed by the student and the principal (or designee

- **Log of Hours:** The US reviews and signs the *Log of Hours* (Appendix E-2) for each of the placements. This information is then used to complete the *Summary of Placement* form.

- **Summary of Placement:** Perhaps the most important piece of documentation, the **Summary** *of Placement* (Appendix F) should be filled out for each placement. The final grade (for each placement) should be reached in consensus with the Mentor Teacher. **NOTE: The endpoint Summary of Placement should be CUMULATIVE. This means it should include ALL TOTALS from Log Sheets and a CUMULATIVE final grade.**

The university supervisor collects **all signed documentation**, leaving copies for the student. Then, the university supervisor submits all documentation to EPO in the student folder with the **Summary of Hours and Final Grade Form (Appendix F)**. This form contains information needed to process the student's application for licensure.

Students who are guest matriculates from other universities may require completion of different or additional documentation as described in materials provided to their university supervisors and Mentor Teachers.

Travel vouchers for university supervisors also are submitted to EPO. Instructions and forms are provided at the beginning of each semester.

GRADING POLICY

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

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

2. The Mentor Teacher(s) and the university supervisor shall determine the interim and final grades jointly after consultation. If they cannot agree, the Director of CPO will determine the grade based on a review of the documentation and, in some cases, observation of the intern's performance.

3. A graduate intern who receives a No Credit grade or an undergraduate who receives a grade of D or F 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.)

4. A teacher candidate whose performance cannot be evaluated at the end of the grading period will

receive a grade of IP (In Progress). An IP grade shall be changed to Satisfactory or No Credit for graduate students or to A-F for undergraduates upon completion of requirements - usually before the beginning of the next semester.

5. In some cases, a grade of No Credit or D-F may be accompanied by a recommendation that the student not be allowed to repeat the internship or student teaching. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.

PROFESSIONAL DEVELOPMENT PORTFOLIO
SEE APPENDIX I FOR GUIDELINES

The Professional Development Portfolio is a collection of artifacts, which provides a record of the student's teaching experiences, reflections, and growth. This compilation of material synthesizes the student's coursework and experiences and provides a summary of development from the perspective of the candidate. Its purpose is to encourage the student to become actively involved in monitoring and reflecting on his/her development as a teacher. The Portfolio serves as a record of the student's growth and experience and demonstrates the student's <u>application</u> of knowledge and skills.

The Portfolio is a requirement for the successful completion of an internship or student teaching, and it is one of several sources used in determining the grade. The development of a portfolio is a demonstration of commitment to professional growth. **Guidelines for portfolio development are in Appendix I.**

SPECIAL ASSISTANCE FOR CANDIDATES

Occasionally teacher candidates need special assistance and extraordinary arrangements to complete their licensure programs successfully. In such cases, the candidate, University Supervisor, Mentor Teacher, and principal develop an individualized plan collaboratively. The Director of Student and Faculty Services, who will involve the student's advisor, must approve the plan.

Special Assistance for Candidates (con't):

Some of the ways to provide special support for a candidate are:

- Arranging for observation of another student or a teacher who models the skills, which the intern lacks, followed by a conference.
- Changing a placement within the school to provide a better match of student 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.
- Sending the student to the GMU Counseling Center for personal or therapeutic support.
- Sending the student to the GMU Financial Planning and Assistance Office for advice on financial aid.
- Sending the student to the GMU Student Health Center or other source of medical assistance.
- Facilitating conferences with the student's academic advisor and/or course instructors.
- Advising the student that it is their best interest to repeat all or part of an internship in the following year.

OTHER STUDENT TEACHING/INTERNSHIP REGULATIONS

Attendance. Students maintain the same schedule as Mentor Teachers, with the contract day as the minimum but not the norm. They follow the school calendar, not the university calendar, until the end of the GMU semester.

Absences. Students follow school division policy regarding notification of absences for illness or other emergencies. The Mentor Teacher and principal must approve all other absences in advance. The university supervisor must be notified of all absences. Time missed in excess of three days usually must be made up in order to provide sufficient time for independent teaching or other experiences.

Substituting. Students are *no longer allowed* to be employed as paid substitute teachers.

Professional and Legal Responsibilities. Teacher candidates are expected to meet professional standards in every respect, including personal appearance and behavior. Other commitments are no excuse for failing to fulfill all duties and responsibilities of the internship. **Outside employment is strongly discouraged**.

Students are legally responsible for exercising "reasonable care" for pupils' welfare and for complying with federal, state, and local policies and regulations. This is best accomplished through careful study of the school's or school division'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 division and GMU policies regarding student records will be followed. A teacher candidate's evaluations may be shared with the Mentor Teacher, university supervisor, and responsible administrators until the university supervisor submits the student's cumulative folder to CPO. After that time, access will be in accordance with the Privacy Act. No materials will be released by CPO 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 student teaching. After that, the transcript and the Summary Form (Appendix F) will be the only available record. Therefore, **students should keep their own copies of evaluations, logs, summaries, and other records of student teaching/internship.**

Recommendations. Most prospective employers expect applicants to submit recommendations in some form from their Mentor Teacher(s) and university supervisor. It is reasonable to limit each teacher candidate to one narrative recommendation, but to complete checklists for more than one school division. If a negative recommendation is warranted, the candidate should be told. GMU Career Services no longer maintains credential files but can provide advice on self-management of essential documents.

REGULATIONS FOR LICENSURE IN VIRGINIA

In 1998, the Virginia Board of Education approved revised regulations for licensure of school personnel. These new requirements for teacher licensure are stated in terms of competencies,

including content knowledge, for supporting students in achieving state standards for disciplinary learning by grade level and competencies in the use of technology as a tool for communication and learning.

The implementation of revised licensure regulations for Virginia school divisions became effective on July 1, 1998. After this effective date, local school division personnel interested in adding a teaching area will be required to complete the newly approved regulations. However, institutions of higher education with approved teacher preparation programs are required to implement the regulations for individuals entering their programs by the fall of 2000. Individuals currently enrolled in Virginia approved teacher preparation programs will complete the program (teaching areas) in effect prior to the implementation dates for new regulations.

At GMU, newly state-approved programs aligned with the revised licensure regulations will be implemented in 1999 and 2000. However, the current programs for which this Manual was written will produce teachers who are eligible for licensure and endorsements in current state-approved programs. The current state-approved programs at GMU incorporate the Virginia Standards of Learning and Standards for Technology.

APPENDICES

Included in these appendices are forms which provide assistance in planning and monitoring the teacher candidates' experiences. These forms should be copied as needed.

The following forms must be submitted to EPO, via the university supervisor, at the end of the student teaching/internship period.

- 1 Summary of Hours and Final Grade (Appendix F)

- 1 Log of Hours (Appendix E-2)

- 2 Profile for Evaluation of Teacher candidate's Performance (Appendix H) completed by university supervisor and Mentor Teacher for each placement

- 2 Formal Observation Reports (Appendix A-1) completed by university supervisor

- 2 Summary Observation Reports (Appendix G) completed by university supervisor

- 3-7 Biweekly Progress Reports (Appendix D) completed by teacher candidate and the Mentor Teacher

- 1 Portfolio Evaluation (Appendix I)

All of these forms will be retained for one year in EPO. The Summary Form (Appendix F) will be retained indefinitely as the official record.

Each program completer's GMU transcript will contain documentation of meeting state-approved teacher licensure program requirements, including hours of independent teaching at various grade levels, and the final grade.

George Mason University   **Appendix A-1**
Clinical Practice Office

FORMAL CLASSROOM OBSERVATION (MT & US)

To be used for the 4 Formal Teaching Observations

Teaching Foreign/World Languages in K-12 Settings

Teacher Candidate _____

Language(s)_____ Grade(s) (Language level) _____ Date_____

4=Excellent 1=Poor	Unacceptable Minimum Evidence (1)	Unacceptable Approaches Standard (2)	Acceptable Meets Standard (3)	Target Exceeds Standard (4)	Comments
[1] Target Language Proficiency Presents oral and written information to audiences of listeners or readers using language at a minimum level of "Advanced Low" (ACTFL/CAEP Standard 1)					
[2] Cultures, Linguistics, Literatures, & Concepts from Other Disciplines Demonstrates target cultural understandings and compares cultures through perspectives, products, and practices of those cultures (ACTFL/CAEP Standard 2)					
[3] Language Acquisition Theories & Knowledge of Students & their Needs Demonstrates an understanding of language acquisition and creates a linguistically & culturally rich learning environment (ACTFL/CAEP Standard 3)					

[4] Integration of Standards in Planning and Instruction Demonstrates an understanding of the WRSLL and state standards and use them as the basis for instructional planning (ACTFL/CAEP Standard 4)					
[5] Quality of Lesson Plan With Measurable and Observable Objectives Uses the WRSLL and state standards as a starting point to design curriculum and unit/lesson plans. (ACTFL/CAEP Standard 4)					
[6] Selecting and Designing of Instructional Materials: Use of Teacher-Developed Materials Develops materials to make standards-based learning more effective					
[7] Evidence of Preparation					
[8] Teacher-led learning/instruction vs student-directed learning Provides balanced learning experience for students					
[9] Technology Models and facilitates effective use of current digital tools to deliver instruction and enhance lesson design, implementation and assessment (ACTFL/CAEP Standard 4)					
[10] Assessment: Designs and uses authentic performance assessments Designs and uses ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students (ACTFL/CAEP Standard 5)					
[11] Flexibility in Response to Students Motivates and support students' learning					

by differentiating learning process					
[12] Efficient Use of Time Manages time, space, and materials to keep students productively involved in learning					
[13] Class rapport, Creativity, Warmth, Enthusiasm Demonstrates respect, courtesy and caring in relationships with students					
[14] Using the framework/elements of SEL in the management and support of students					
[15] Classroom Management and Behavior 1. Keeps records of students' progress and problems; evidence shown/provided. 2. Motivates student learning through interesting and challenging activities. 3. Creates an orderly and supportive environment by establishing routines. 4. Demonstrates ability to manage two or more classroom activities simultaneously, with evidence of attention to each. 5. Guides student behavior and moral development through an emphasis on personal responsibility for the common good. 6. Manages behavior in a firm and fair manner. 7. Establishes and maintains an open line of communication with students.					
TOTAL				**/ 60**	(15X4=60)

Comments:_____

_____

Recommendations:_____

_____

SIGNATURES:

Mentor Teacher_____ **University Supervisor**_____

Teacher Candidate_____

George Mason University   **Appendix A-2**
Office of Student and Faculty Services

WORKSHEET FOR INFORMAL CLASSROOM OBSERVATIONS
(MENTOR TEACHER)

To be used for ALL informal teaching observations (use as data collection with Appendix D)

Subject/Grade (Language level) _____

Date_____

Teacher Candidate's Name_____

Lesson's Objective Learning targets/goals LP components	Strategies and Techniques Observed Instructional and management	Questions/Insights Reflections

From: *Handbook for the Mentor Teacher*, Fairfax County Public Schools, 1989.

George Mason University   **Appendix B**
Clinical Practice Office

EXPERIENCE CHECKLIST

Use as appropriate to record activities and as a reminder to broaden the student's experiences.

Activities:
_____Bulletin Board (Classroom displays)
_____Use of Library
_____Field Trip
_____Fire Drill (Safety Drills)
_____PTA/PTO meeting
_____Back-to-School Night
_____Parent Conference
_____Calls to Parents
_____Parent Newsletter
_____Eligibility Conference
_____Mock Job Interview
_____Other_____
_____Other_____

Instruction and Assessment (K-6):
_____Reading
_____Writing
_____Spelling
_____Oral Language
_____Handwriting
_____Mathematics
_____Science
_____Other_____
_____Other_____

Equipment:
_____Computer/Printer
_____DVD/VCR/CD/Tape recorder
_____Copier
_____Document Camera
_____Smartboard
_____Opaque Projector
_____Manipulatives
_____Listening Station
_____Other_____
_____Other_____

Observations (Elementary = E/ Secondary = S level):
_____LD Resource
_____ESOL
_____AAP (Gifted/Talented)
_____Reading Specialist

_____504/IEP Meeting
_____Speech Clinician
_____School Counselor
_____School Psychologist/Social worker
_____Special Education Case Manager
_____Extra or Co-Curricular Activities
_____Other_____
_____Other_____

Records:
   Grade/attendance system
_____Cumulative Folders
_____Work Samples
_____Anecdotal Records
_____Narratives/Progress reports
_____Attendance Records
_____Grade Book
_____Report Cards
_____Accident Report
_____Emergency Cards
_____Referral Forms (counseling, discipline,
Child Study/Local Screening)
_____Other_____

Test Administration or Interpretation:
_____Teacher-made
_____PALS /WIDA
_____Standardized (Stanford 9 /COGAT)
_____Degrees of Reading Power (DRP)/DRA
_____Virginia Standards of Learning (SOL)
_____Readiness test/inventory
_____VGLA (Virginia Grade Level Alternative)
_____Other_____
_____Other_____

Duties:
_____Playground
_____Cafeteria
_____Bus
_____Hall
_____Other_____
_____Other_____

George Mason University   **Appendix C-1**
Clinical Practice Office

LESSON PLAN ELEMENTS

(Suggested for Secondary)

Objectives are

_____related to long term goals
_____specific and measurable (or observable)
_____have defined learning targets
_____stated in terms of student outcomes
_____based on students' needs

Materials are

_____appropriate for the objective
_____appropriate for students' developmental level
_____varied to accommodate interests and learning styles
_____multicultural, where feasible
_____scaffolding and supports are evident

Procedures include

_____clear statement of purpose and expectations, provided consistently
_____development of readiness or motivation
_____relating the activities to prior knowledge and interests
_____use of appropriate strategies
_____adaptations for individual differences
_____providing opportunities for application of knowledge and practice of skills
_____efficient use of class time
_____summary or other closure

Evaluation includes

_____checking for understanding during the lesson
_____strategies for assessment of longer term learning
_____assessment of how and why the lesson succeeded or failed
_____ Interventions to be implemented
_____Documentation of formative assessment

The lesson plan need not be a narrative, but should be sufficiently detailed to

_____cause the teacher to think the lesson through
_____enable the teacher to reorient or redirect during the lesson
_____allow a substitute to teach the lesson with a minimum of preparation

George Mason University   **Appendix C-2**
Clinical Practice Office

SECONDARY LEVEL: LESSON / UNIT PLAN TEMPLATE
FOREIGN/WORLD LANGUAGES

Candidate_____ **School**_____

Grade(s)_____   **Language(s)**_____   **Level(s)**_____
Date_____   **Number of Students**_____   **Time/Period**_____

THEME / TOPIC OF LESSON / UNIT: _____

PLANNING PHASE
Performance-based Objectives—_As a result of this lesson/unit, students will be able to:_
    1.
    2.
    3.

Alignment with Standards:
    National:

    State:

    Local:

Assessment of Learning:
    Pre-teaching Assessment:

    On-going/Formative Assessment:

    Post-Lesson Assessment:

Materials Needed:
_____
_____
_____

TEACHING PHASE
Lesson Outline
Theme or Topic: _____
    Warm up Activity: _____
    Vocabulary: _____
    Verb(s): _____
    Grammatical structure(s): _____
    Cultural perspectives: _____

Daily Lesson Plan
    Activity 1
    Transition
    Activity 2
    Transition
    Activity 3
    Transition

Presentation and Practice

Three Modes Employed:
Interpersonal Activities:

Presentational Activities:

Interpretive Activities:

Methods/Approaches/Strategies Used:
_____
_____
_____

CLOSURE:
Review of this lesson:

Preview for next lesson:

Expansion / Extension for learners
This lesson could be expanded (in content) by:

This lesson could be extended (in scope) by:

Other Activities or Lesson Details
Accommodations made for varied learning needs:

Assessment:

Technology:

Homework:

Follow-up:

Lesson Plan Template for K-5 FLES
Foreign / World Language Instruction in the Elementary School

Candidate:	**School:**
Grade(s):	**Language:**	**Level: FLES**
Date:	**Number of Students:**	**Time:**

PLANNING PHASE
  1. **Thematic Unit:**
  2. **Today's Topic(s):**
  3. **Link to Previous Lesson:**
  4. **Performance/Task-based Objectives:** *As a result of this lesson, students will be able to:*
       a.
       b.
       c.
  5. **Standards: 5Cs**

TEACHING PHASE
  1. **Preparation:**
       a. Materials Needed:
       b. Technology:
       c. Vocabulary:
       d. Cultural Products, Practices, and Perspectives:
       e. Communicative Modes:
            • Interpretive Activities:
            • Interpersonal Activities:
            • Presentational Activities:
  2. **Practice:**
       a. Warm-up Activity:
            • Transition
       b. Activity 1
            • Transition
       c. Activity 2
            • Transition
       e. Closure Activity:
  3. **Evaluation:**
       a. Formative and Summative Assessments for lesson and unit:

REFLECTION PHASE:
       1. Were the learning objectives met? If not, why?
       2. How did your activities appeal to the multiple intelligences?
       3. What worked well?
       4. What <u>did not</u> work well?
What will you do differently the next time you teach this lesson?

George Mason University   **Appendix D**
Clinical Practice Office

PROGRESS REPORT

FOREIGN/WORLD LANGUAGE

(To be completed biweekly)

Teacher Candidate:_____Period_____to_____

Mentor Teacher:_____

The Teacher Candidate completes #1; the Mentor Teacher completes #2 and #3; a copy is provided for the University Supervisor.

1.   Briefly describe your planning and 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 or instructions do you have for the next two weeks?

_____   _____
Mentor Teacher's Signature   Date   Teacher Candidate's Signature   Date

INSTRUCTIONS FOR
LOG OF HOURS

In Virginia, the application for teacher licensure requires reporting the amount of time spent in certain activities during student teaching/internship. The state mandates a minimum of 200 hours in supervised classroom experience, of which 150 hours must be in direct teaching activities at the level of endorsement.

The GMU state-approved program requires more than the state's minimum requirements. However, in unusual circumstances, the EPO Student and Faculty Services may approve termination of student teaching/internship after a student meets minimum requirements.

Candidates are encouraged to record times daily, which will improve accuracy. A separate log should be kept for Mentor Teachers and verified by them before being submitted to the university supervisor.

> **Co-teaching** includes *shared* responsibility for planning, instruction, assessment, and supervision.
> Co-teaching may involve team teaching an entire class, or working with individuals or small groups.
>
> **Independent teaching** includes *full* responsibility for supervising and teaching an entire class according to plans developed by the teacher candidate/intern and approved by the Mentor Teacher.
>
> **Other activities** include collaborative planning (CLT), observation, administrative meetings, parent conferences, staff development, bus duty, etc.
>
> **Hours of school-based activity** are the total of the first three columns, reflecting the time spent at the school each day.
>
> Use the **Comment** column to make brief notes about unusual circumstances such as "state testing" or "field trips."

Hours are to be totaled by the teacher candidate and each page of the log verified by the Mentor Teacher and reviewed by the university supervisor. A separate log sheet should be started when working with a second (or third) Mentor Teacher. During the last visit, the teacher candidate submits the Summary of Hours (Appendix F) to the university supervisor, which may require estimating for the final days.

George Mason University Appendix E-2
Clinical Practice Office

LOG OF HOURS – FOREIGN/WORLD LANGUAGE

(Before filling in this form, make sufficient copies for the student teaching/internship period)

Teacher candidate:_____   Log Sheet #:_____

Verified by Mentor Teacher:_____
(Signature)

Reviewed by University Supervisor:_____
(Signature)

Date	Hours of Co-Teaching	Hours of Independent Teaching	Hours of Other Activities	Hours of School-Based Activities	Comment(s)
Total Hours:					

George Mason University   **Appendix F**
Clinical Practice Office

SUMMARY OF PLACEMENT, SUPERVISORS, HOURS, AND FINAL GRADE

Teacher candidate: _____   ☐ Spring ☐ Fall Yr__

License:_____   Endorsement:_____

Site (1)_____   School Division:_____

Site (2)_____

☐   Mentor Teacher __   Language(s)___

                                                                    Taught by Teacher candidate

☐   Mentor Teacher or

      Grade(s)_____

                                                                    Taught by Teacher candidate

University Supervisor_____
☐ Regular Faculty   ☐ Adjunct Faculty   ☐ Graduate Assistant

Totals from Log Sheets

Summary of Hours Spent in:	Page #1	Page #2	Page #3	Page #4	Page #5	Page #6	Grand Total
Co-Teaching:							
Independent Teaching:							
Other Activities:							
School-Based Activities:							

Final Grade_____

George Mason University   **Appendix G**
Clinical Practice Office

SUMMARY OBSERVATION REPORT – FOREIGN/WORLD LANGUAGE
To be used at the mid-point and end-point of internship (alongside doc Appendix A-2 or as a stand-alone?)

(UNIVERSITY SUPERVISOR) SHOULD A US SIGNATURE LINE BE ON HERE?

Date_____

Teacher candidate:_____School: _____

Observer:_____ ☐ Mentor Teacher or ☐ University Supervisor

Activities/lesson Observed:_____Grade/Subject(s):_____

PREPARATION/PLANNING:

INSTRUCTIONAL METHODS/ASSESSMENT:

CLASSROOM MANAGEMENT/CLIMATE:

PERSONAL/PROFESSIONAL DEVELOPMENT:

RECOMMENDATIONS and reflections:

_____   _____
University Supervisor's Signature   Date   Teacher candidate's Signature   Date

George Mason University   **Appendix H**
Graduate School of Education

PROFILE FOR EVALUATION OF
CANDIDATE

Candidate:_____School:_____Subject(s)/Level(s):_____

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

Elementary Placement Grade:_____   OR   Secondary Placement Grade:_____

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

Analytic Scoring Rubric for Teaching Internship Evaluation

ACTFL/CAEP Standard	Unacceptable (Minimum Evidence) (1)	Unacceptable (Approaches Standard) (2)	Acceptable (Meets Standard) (3)	Target (Exceeds Standard) (4)	Points
Standard 1: Language proficiency: Interpersonal, Interpretive, and Presentational 1.c. Presents oral and written information to audiences of listeners or readers using language at a minimum level of "Advanced Low"	ACTFL OPI & WPT scores at Intermediate High or lower	ACTFL OPI & WPT scores at Intermediate High	ACTFL OPI & WPT scores at Advanced Low	ACTFL OPI & WPT scores above Advanced Low	____ / 4
Standard 2: Cultures, Linguistics, Literatures, and Concepts from other Disciplines 2.a. Demonstrates target cultural understandings and compare cultures through perspectives, products, and practices of those cultures	does not make connections among the cultural perspectives and products in lesson planning and instructional practices.	makes vague connections among the cultural perspectives and products in lesson planning and instructional practices.	makes some connections among the cultural perspectives and products in lesson planning and instructional practices.	makes clear and strong connections among the cultural perspectives and products in lesson planning and instructional practices. Lessons provide language learners with opportunities to critically analyze cultural differences, challenge preconceived notions and cultural stereotypes, and to gain global perspectives.	____ / 4

Standard					
Standard 3: Language acquisition theories and knowledge of students and their needs **3.a. Demonstrates an understanding of language acquisition and creates linguistically and culturally rich learning environments**	does not exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. Does not illustrate an ability to connect theory to practice. Does not demonstrate a connection between student learning and the use of instructional strategies.	does not exhibit sufficient awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. Does not illustrate strong ability to connect theory to practice. Does not demonstrate a connection between student learning and the use of instructional strategies.	exhibits an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. Draws knowledge of theories in designing teaching strategies that facilitate language acquisition	exhibits ease and flexibility in applying language acquisition theories to instructional practice. Uses a wide variety of strategies to meet the linguistic needs of K-12 students at various developmental levels. Exhibits originality in the planning, creation, and implementation of instructional strategies that reflect language acquisition theories.	____ / **4**
Standard 4: Integration of Standards in Planning and Instruction, and Use of Instructional Resources **4.a. Demonstrates an understanding of the WRSLL and state standards and use them as the basis for instructional planning**	does not create a learning scenario with evidence of incorporating SFLL and state standards in designing daily and unit plans. Does not provide evidence of reflection, assessment, or accommodations for diverse learners.	creates at least one learning scenario with one or two of the goal areas, SFLL, and state standards in designing daily and unit plans. Incorporates assessment but does not include accommodations or reflection for diverse learners.	creates some learning scenarios with the goal areas, SFLL, and state standards in designing daily and unit plans. Incorporates assessment and accommodations for diverse learners, includes limited reflection.	creates several learning scenarios with the goal areas, SFLL, and state standards in designing daily and unit plans. Incorporates reflection, assessment, and accommodations for diverse learners.	____ / **4**
4.c. Uses the WRSLL and the state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication	does not design learner-centered activities around adapting materials and resources that are standards-based and age appropriate. Does not any authentic materials. Does not select or adapt materials that are "real world" and relevant to make standards-based learning engaging. Does not use a range of standards-based materials, resources, and technology applications. Does not select, adapt, and use them in language and content teaching.	designs 1 -2 learner-centered activities around adapting materials and resources that are standards-based and seldom age appropriate. Accesses few sources of authentic materials. Selects and adapts few materials that are "real world" and relevant to make standards-based learning engaging. Uses few standards-based materials, resources, and technology applications. Selects, adapts, and uses a few of them in language and content teaching.	designs some learner-centered activities around adapting materials and resources that are standards-based and sometimes age appropriate. Accesses some sources of authentic materials. Selects and adapts some materials that are "real world" and relevant to make standards-based learning engaging. Uses a range of standards-based materials, resources, and technology applications. Selects, adapts, and uses some of them in effective language and content teaching.	designs numerous learner-centered activities around adapting materials and resources that are standards-based and age appropriate. Accesses multiple sources of authentic materials. Selects and adapts materials that are "real world" and relevant to make standards-based learning engaging. Use a wide range of standards-based materials, resources, and technology applications. Selects, adapts, and uses them in effective language and content teaching.	____ / **4**
Standard 5: Assessment of Languages and Cultures – Impact on Student Learning Knowledge of assessment models and how to use them appropriately **5.a. Designs and uses ongoing**	does not describe an integrated system of formative and summative assessments that measure development of target language proficiency. Does not include any -designed assessments. Does not include a plan for adapting assessments for students with	attempts to describe an integrated system of formative or summative assessments that measure development of target language proficiency. Includes at least 1 -designed assessment. Includes ideas for adapting assessments for students with	describes an integrated system of formative and summative assessments that measure development of target language proficiency. Includes at least 3 -designed assessments. Includes a	describes a comprehensive integrated system of formative and summative assessments that measure development of target language proficiency. Includes several -designed assessments. Includes a plan and samples of adapting assessments for	____ / **4**

authentic performance assessments using a variety of assessment models for all learners, including diverse students	special needs. Does not provide any samples of integrated performance assessments or scoring rubrics.	special needs. Provides samples of integrated performance assessments but without scoring rubrics.	plan for adapting assessments for students with special needs. Provides samples of integrated performance assessments and scoring rubrics.	students with special needs. Provides samples and analyses of integrated performance assessments and scoring rubrics. Shows how assessment results were used to improve future instruction.	
Standard 6: Professional development, advocacy, and ethics **6.a. Engages in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.**	does not participate in a learning community or plan for continued professional growth. Does not use print (journals) or technology resources. Plans for continued professional growth. Has not considered developing a plan.	does not participate in a learning community but plans for continued professional growth. Uses one print (journal) and technology resources. Plans for continued professional growth. Is considering developing a plan to then share with other teacher s for feedback.	sometimes participates in a learning community and plans for continued professional growth. Uses some print (journals) and technology resources. Plans for continued professional growth. Develops a plan. Shares plan with teachers, mentors, and other teacher s for feedback.	regularly participates in a learning community and plans for continued long-range professional growth. Uses numerous print (journals) and technology resources. Plans for continued professional growth. Develops a comprehensive plan. Shares plan with teachers, mentors, and other teacher s for feedback. Engages in meaningful collaboration and self-regulation as a result of membership in various professional learning communities.	____ / 4
Total					____ / 28

CLASSROOM MANAGEMENT AND STUDENT BEHAVIOR

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

Rating

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

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

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

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

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

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

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

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

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

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

_____
Mentor teacher   Date

_____
University Supervisor   Date

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

_____
Candidate   Date

_____
Principal (or Designee)   Date

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

Foreign/World Languages
George Mason University
College of Education and Human Development

THE ACTFL/CAEP LICENSURE PORTFOLIO:

A PERFORMANCE-BASED DOCUMENT for CIFL CANDIDATES

Introduction

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

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

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

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

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

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

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

PORTFOLIO CONTENTS AND FORMAT

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

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

Recommended Format:
TITLE PAGE

TABLE OF CONTENTS

CANDIDATE RESUME

SECTIONS I-VII:

I. **Language Proficiency: Interpersonal, Interpretive, and Presentational ACTFL/CAEP Standard 1**
This section provides evidence about a candidate's ability to communicate successfully in the three modes of communication – interpersonal, interpretive, and presentational – in the target language they intend to teach. Candidate comprehends and interprets oral, printed, and videotexts by identifying the main ideas and supporting details, inferring and interpreting the author's intent and cultural perspectives, and offering a personal interpretation of the text. Candidate demonstrates beliefs about strong language proficiency in the target language and why it is important to know one's audience and adjust presentation accordingly.

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

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

❖ **Suggested additional items for inclusion**
   • Evidences of a candidate's participation in immersion experiences

   • Performance-based project in linguistics (from a course or other method of providing evidence of knowledge of linguistic elements of the TL – this may be from a candidate's undergraduate program) that demonstrates a good understanding of the target language system

   • Video tape of teaching, evidence of use of target language, with reflection

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

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

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

❖ **Required for Inclusion:**
   • Praxis II score (where applicable – French, Spanish, German)

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

❖ **Suggested additional items for inclusion**:

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

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

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

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

  instruction and the incorporation of standards into their practice

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

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

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

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

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

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

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

- Linguistics project the target language

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

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

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

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

❖ **Suggested Additional Items for Inclusion:**
- Instructional materials and authentic realia developed by the intern that connect to/align with the Standards

- Textbook evaluation that includes reflection on, or discussion of, text and Standards (national, state, local)

- Evidence of adaptations or accommodations to these lesson plans for various learning styles, abilities, instructional levels, interests, and needs of students taught

- Student work samples and products, with permission, may be included with the unit/lesson plan

- Photographs of classroom activities, video or video clip of classroom interactions, including teacher's and students' use of the target language

- Other course/program requirements, as identified by the candidate's teacher education program

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

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

learners. Evidence should include a clear statement about impact on student learning.

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

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

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

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

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

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

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

VI. Technology
ISTE Standard 1

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

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

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

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

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

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

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

multimedia

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

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

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

George Mason University   **Appendix J**
Clinical Practice Office

PORTFOLIO EVALUATION: HOLISTIC SCORING RUBRIC

Teacher Candidate:_____ Date:_____

University Professor:_____

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

_____TITLE PAGE   _____TABLE OF CONTENTS   _____CANDIDATE RESUME

SECTIONS I-VII:

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

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

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

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

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

- ❖ **Required for Inclusion:**
  - Praxis II score (where applicable – French, Spanish, German)
  - Evidence selected by the candidate to show knowledge of the target language culture and literature (see below for suggestions)

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

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

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

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

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

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

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

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

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

_____**VI. Technology**
ISTE Standard 1

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

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

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

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

George Mason University   **Appendix K**
Clinical Practice Office

EVALUATION OF THE STUDENT TEACHING MANUAL

Respondent:

☐ Teacher candidate

☐ University Supervisor

☐ Mentor Teacher

☐ Clinical Faculty

1.   Which sections of this manual were most helpful?

2.   Were any sections of the manual confusing? Please be specific.

3.   What changes would make the manual more useful?

4.   Please evaluate Appendix H, the revised form for evaluation of performance.

Attach pages with suggestions for editing, and return to:
     Dr. Marjorie Hall Haley (mhaley@gmu.edu)
     4400 University Drive
     1504 Thompson Hall, MSN 4B3, Fairfax, VA 22030-4444

Thank you for your help

Internship Evaluation Rubric

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

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

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

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

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

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

GENERAL SCORING GUIDELINES

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

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

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

Construct 1: Learner and Learning
InTASC 1 – Learner Development (Aligned with CAEP R.1.1; VUPS 1)

The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Key Proficiencies: Developmentally appropriate instruction; varied instructional approaches and resources; appropriate adaptations

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

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

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

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

Not Proficient 1	Proficient 2	Highly Proficient 3

◯ The evidence indicates that the Candidate demonstrated only partial familiarity with the learners' backgrounds (analysis of learners' readiness for learning and prior experiences) and/or was unable to use this information to inform instruction to meet the needs of the learner.

◯ The evidence indicates that the Candidate demonstrated familiarity with groups' and individual learners' backgrounds (analysis of learners' readiness for learning and prior experiences) and was able to use this information to inform instruction to create a positive culture of respect and rapport in the classroom that meets the needs of all learners.

◯ The evidence indicates that the Candidate demonstrated a deep understanding of each learner's background and was able to use this information to inform instruction that meets the needs of all learners and articulates the connection between specific strategies, content and delivery to meet the needs of individual learners and groups of learners in the classroom.

Optional comments or evidence

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

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

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

Not Proficient 1	Proficient 2	Highly Proficient 3
The evidence indicates that the Candidate transitions inefficiently between learning activities with some loss of instructional time, monitoring and responding to learner behavior (both positive and negative) in a way that is inconsistent, inappropriate and/or ineffective for meeting classroom and individual learner needs, including in virtual environments.	) The evidence indicates that the Candidate transitions efficiently and smoothly between learning activities with minimal loss of instructional time, using varied learning situations that includes monitoring and responding to learner behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual learner needs, including in virtual environments.	) The evidence indicates that the Candidate demonstrates respect for and interest in individual learner's experiences, thoughts and opinions and uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners, including in virtual environments.
Optional comments or evidence		

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

<p style="text-align: center;">Construct 2: Content</p>

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

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

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

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

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

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

Not Proficient 1	Proficient 2	Highly Proficient 3
) The evidence indicates that the Candidate implemented teacher-directed lessons with limited use of problem solving and/or did not explore content through real-world and cross-curricular connections.	) The evidence indicates that the Candidate used collaborative problem solving as a way to explore content that includes learner-led learning activities including cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking by the learners.	) The evidence indicates that the Candidate used collaborative problem solving as a way to explore content with the majority of instruction being learner-led learning activities including real-world and cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking by the learners leading to a higher level of learner understanding of content.

Optional comments or evidence

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

Construct 3: Instructional Practices
InTASC 6 – Assessment (Aligned with CAEP R1.3; VUPS 4)

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

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

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

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

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

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

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

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

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

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

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

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		

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

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

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

Key Proficiencies: Collaboration; leadership

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

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

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

George Mason University   **Appendix M**
Graduate School of Education

ASSESSMENT OF DISPOSITIONS

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

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

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

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

What each Rating Means
A score of 4-Consistently Evident is a rating for candidates who exhibit behaviors beyond the expectations of candidates at this point in their programs.
A score of 3 (Often Evident) is the *target* score.
A score of 2 (Occasionally Evident) should be viewed as a "teachable moment" for the assessor. The assessor should meet with the candidate to clarify expectations and discuss what behaviors were observed that warranted a score of 2. (See the Educator Preparation Office (EPO) website at https://cehd.gmu.edu/epo/ for specific information related to this process.)
A single score of 1 (Rarely Evident) will require the creation of a Disposition Development Plan to assist the candidate in improving dispositions. (See the EPO website at https://cehd.gmu.edu/epo/ for a copy of the Plan.) For further direction and specifics related to how the dispositions are assessed in your program, please contact your Academic Program Coordinator, Course Lead, Assessor, or the Educator Preparation Office at 703-993-5899.

Rating Guidelines
4-Consistently Evident- Consistently Evident is a rating for candidates who exhibit behaviors beyond the expectations of candidates at this point in their programs. Observers see candidates demonstrate behaviors consistent with professional dispositions in multiple situations/data points.
3-Often Evident-is the TARGET score. This score reflects that candidates have met the standard at the level expected at this point in their program. Behaviors are observed that align with expectations for this specific dimension of the dispositions. Candidates who receive a 3 have successfully met

the disposition.

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

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

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

	Consistently Evident 4	Often Evident 3	Occasionally Evident 2	Rarely Evident 1	Not Applicable ☐
1. Openness to Feedback *Is receptive to constructive criticism/growth-producing feedback* *Self-regulates and modifies professional behavior based on feedback* *Seeks opportunities for professional growth to improve practice* *Acts on feedback toward improvement*					
2. Continuous Improvement/ Change Orientation *Takes initiative appropriately* *Seeks opportunities for continual improvement and change* *Seeks evidence for use in decision making* *Is willing to take appropriate risks/try new things*	4	3	2	1	☐
3. High Expectations for Learning *Takes appropriate responsibility for student learning* *Holds high expectations for all learners* *Monitors and assesses student learning to provide feedback and alter instruction to improve learning*	4	3	2	1	☐
4. Advocacy *Advocates on behalf of students and families* *Seeks to understand and address student issues and challenges* *Shows a genuine interest in others' well-being* *Seeks to direct students and/or families to needed resources*	4	3	2	1	☐
5. Professionalism *Is punctual and well prepared* *Exhibits professional demeanor (dress & appearance)* *Is reliable, responsible* *Demonstrates respect for students, families, colleagues, and/or property*	4	3	2	1	☐

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

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

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

Please add any relevant comments to the ratings above:

College of Education and Human Development Core Values

Collaboration

Ethical Leadership

Innovation

Research-Based Practice

Social Justice