George Mason University
College of Education and Human Development
Elementary Education

EDCI 790 Section 001
Internship in Education
Cambridge Schools Experience
3 credits/Fall 2017
M-Th, School Placement Hours and Location
M-F, Cambridge (visits follow school placement hours/location)

Professor: University Facilitators and Advanced Mentor Teacher/Mentor Teacher
Office Hours: By appointment
Office Location: Thompson 1800
Office Phone: (703)-993-9717
Email: varies by facilitator

Prerequisites: Admission to Elementary Education graduate program; completion of licensure tests, endorsement requirements, and required coursework.

University Catalog Course Description: Provides intensive supervised clinical experience for one full semester in an accredited professional development school. Teacher Candidates are supervised in a school placement setting that includes observations and seminar experiences.

Course Overview: Provides intensive supervised clinical experience during the fall semester. The clinical experience is comprised of two sub-placements: 12 weeks in an elementary school in the Mason Elementary PDS network and 4 weeks in primary schools in Cambridge, England. Teacher Candidates are supervised in a school placement setting through observations and seminar experiences. The course follows the scheduled in assigned elementary schools in the U.S. based on the public school calendar. Seminars meet bi-weekly in assigned schools. For a 4 week period, students will travel to Cambridge, England to observe and study school practices in Cambridge primary schools and compare educational practices across the two contexts.

Course Delivery Method:
U.S. Placement:
In this course, year-long Teacher Candidates learn to plan instruction, teach children in all subject areas, and assess student learning in elementary grade levels across the K-6 academic calendar year in their U.S. public schools placement. These experiences guide Teacher Candidates in preparing for their first teaching job and give them the tools to continue to inquire, reflect, and learn as part of their work as teachers.

Cambridge Schools Experience:

- o The Cambridge Schools Experience is situated in the fall semester of the year-long internship and provides an opportunity for pre-service teachers from Mason to immerse themselves in primary schools in an international setting. The 4 week experience in

primary schools in Cambridge, England, will provide Mason pre-service teachers with an opportunity to compare and contrast UK and US instructional and management approaches in collaboration with host teachers at the school site.

o Mason pre-service teachers would begin the course in their placement in the US to gain experience starting the school year and to develop relationships with their mentor teacher and students in Virginia.

o Then, the Mason pre-service teachers would travel to Cambridge, England for approximately 4 weeks in mid-fall.

   o The Mason pre-service teachers will visit their assigned school site in Cambridge on Monday-Friday for the 4 week period. During their time in schools, they will observe educational practices, engage with teachers and head teachers, and participate in classroom activities. From time to time, Mason Teacher Candidates may volunteer to teach a lesson.

   o While in Cambridge, Mason pre-service teachers will participate in one evening seminar with their supervisor per week. The purpose of these seminars is to debrief school experiences, with a particular emphasis on making meaning of their new learning in an international context. Because the Mason students will also be enrolled in courses during this abroad experience, the seminars will also place an emphasis on their observations/experiences in an international setting as it relates to their course content. These seminar discussions will culminate in a collaborative project and presentation that the Mason pre-service teachers will present to faculty at Mason and in their U.S. internship site, as well as their cohort peers.

o Seminars during the U.S. portion of the semester will occur bi-weekly at elementary school sites and are conducted by university and/or clinical faculty members. These discussion seminars provide Teacher Candidates with the opportunity to explore characteristics of a classroom environment conducive to learning and to examine the roles of teachers and students in those environments. In their U.S. placements, Teacher Candidates are expected to observe instruction at various age levels, plan with individual clinical faculty and grade level teams, teach individual lessons and units, and finally, assume responsibility for all instruction and professional duties of the clinical faculty for a period of approximately 4 weeks in the spring placement.

Learner Outcomes
During the U.S. placement, this course will enable students to:
1. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches and create learning experiences that make these aspects of subject matter meaningful for students (Standard 1).
2. Understand how children learn and develop and provide learning opportunities that support children's intellectual, social, and personal development (Standard 2).
3. Understand how students differ in their approaches to learning and create instructional opportunities adapted to diverse learners (Standard 3).
4. Understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills (Standard 4).

5. Use understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation (Standard 5).
6. Use knowledge of effective verbal, nonverbal, and media communication techniques (including computers and other appropriate technology for a school setting) to foster active inquiry, collaboration, and supportive interaction in the classroom (Standard 6).
7. Plan instruction based on knowledge of subject matter, students, the community, and curriculum goals (Standard 7).
8. Understand and use formal and informal assessment strategies to evaluate and ensure the intellectual, social, and physical development of the learner (Standard 8).
9. Be a reflective practitioner who continually evaluates the effects of his or her own choices and actions on others and actively seeks out opportunities to grow professionally (Standard 9).
10. Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being (Standard 10).

In addition, during the Cambridge Schools Experience,
*   Compare and contrast how children learn and develop in international contexts (Standard 2).
*   Compare and contrast different approaches to learning, management, and instructional strategies across international contexts (Standard 3).
*   Be a reflective practitioner who continually evaluates the effects of his or her own choices and actions on others and actively seeks out opportunities to grow professionally (Standard 9).
*   Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being (Standard 10).

Professional Standards:
Upon completion of this course, students will have met the following professional standards:

INTASC (The Interstate Teacher Assessment & Support Consortium):
*   **Standard #1: Learner Development**. The teacher 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.
*   **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
*   **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
*   **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning

experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8**: **Instructional Strategies**. The teacher 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.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration**. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ACEI/NCATE Program Standards for Elementary Teacher Preparation:
- **Standard 1.0: Development, Learning, and Motivation**--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- **Standard 3.1: Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community
- **Standard 3.2: Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students
- **Standard 3.3: Development of critical thinking and problem solving**—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving
- **Standard 3.4: Active engagement in learning**—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-

6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments

- **Standard 4.0: Assessment for instruction**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
- **Standard 5.1: Professional growth, reflection, and evaluation**—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning

The Virginia State Teacher Education Licensure Regulations for Elementary Education:
- **Standard 1**: The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement.
- **Standard 2**: The use of appropriate methods, including direct instruction, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem solve.
- **Standard 3**: The ability to utilize effective classroom management skills through methods that will build responsibility and self-discipline and maintain a positive learning environment.
- **Standard 4**: A commitment to professional growth and development through reflection, collaboration, and continuous learning.
- **Standard 5**: The ability to use computer technology as a tool for teaching, learning, research, and communication

Virginia State Technology Standards for Instructional Personnel:
- **Standard A**: Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- **Standard B**: Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
- **Standard C**: Instructional personnel shall be able to apply computer productivity tools for professional use.
- **Standard D**: Instructional person

Required Texts:

- Virginia's *Standards of Learning for K-6* (**http://www.pen.k12.va.us**)

Some excellent optional resources:

- Charney, R.S. (2002). *Teaching children to care: Classroom management for ethical and academic growth, K-8*. Turner Falls, MA: Northeast Foundation for Children.

- Wood, C. (2007). *Yardsticks: Children in the classroom, ages 4-14*. Turner Falls, MA: Northeast Foundation for Children. **(NOTE—also used in EDUC 543).**

Course Performance Evaluation:
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignment and Evaluations:
The following assignments are intended to further your understanding of planning, teaching and assessing learning in an elementary school setting. Successful participation in each of these creates a holistic picture of performance and contributes to your final evaluation via the *INTERNSHIP AND TECHNOLOGY EVALUATION FORM*.
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      Internship and Technology Evaluation Form (100%) (TK20)
This assessment of the Teacher Candidate's performance is to be completed by the university facilitator, in collaboration with the advanced mentor teacher/mentor teacher and the Teacher Candidate. The items reflect the important standards and competencies expected of professional educators, and the rating scale reflects their movement toward achieving proficiency over the course of the internship. The Teacher Candidate's participation in activities A-J creates a holistic picture of performance and informs completion of the **Internship and Technology Evaluation Form**. This form *may* be used to record the interim AND final ratings. All stakeholders will review the **Internship and Technology Evaluation Form** and sign indicating their participation in the process.

- A rating of 3 indicates that the Teacher Candidate has achieved consistent proficiency in a particular skill or disposition. An average of 3 or higher across all areas (Grand Average) represents a passing grade for the FINAL PLACEMENT (typically Spring for all Teacher Candidates); first placement scores for year-long interns are not expected to be an average of 3.
- Ratings of 1 or 2 indicate skills that require scaffolding and support on the part of the AMT/MT and UF in order for the Teacher Candidate to develop the appropriate level of expertise. Please include comments that indicate a plan to address these skills and dispositions.
- Ratings of 4 suggest that the Teacher Candidate's performance regarding a skill or disposition is exceptional. These ratings should be reserved for documentable excellence. Please include comments that indicate the ways in which the Intern has exceeded expectations.
- The interim or final grade is based on this profile, but may not be numerically correlated.
- In the FINAL PLACEMENT (typically Spring for all Teacher Candidates), if the average score for all standards is less than 3, or any individual standard is less than 2,

the clinical experience/internship may be extended and materials resubmitted per instruction from your University Facilitator and Program Coordinator.

A. **Observations of Teaching**
B. **Co-Teaching**
C. **Independent Teaching of Lessons**
D. **Collaborative Learning Team Task (*TK20—completed during Independent Teaching semester)**
E. **Assessment of Candidate Dispositions (*TK20—completed during Independent Teaching semester)**
F. **Use of Video/Edthena**
G. **Attendance and Professionalism**
H. **Formal Documentation of Progress**
   a. **Midpoint continuum (AMT/MT and Teacher Candidate) and conference (AMT/MT , Teacher Candidate, and university facilitator)**
   b. **End of semester continuum (AMT/MT and Teacher Candidate) and conference (AMT/MT , Teacher Candidate, and university facilitator)**
I. **Virginia State Teacher Licensing Requirements**
J. **Seminars**
K. **Pre-post departure meetings**
L. <mark>**Summative project from Cambridge shared with cohorts/faculty upon return**</mark>

A. *Observations of Teaching*
During the fall semester, the Advanced Mentor Teacher/Mentor Teacher will conduct at least four formal observations and University Facilitator will conduct at least two formal observations of the Teacher Candidate's teaching during each placement. In the **spring semester**, two of the four observations by the Advanced Mentor Teacher/Mentor Teacher and one of the two observations by the University Facilitator are/is conducted prior to independent teaching. Final observations in the spring semester are conducted during independent teaching.

B. *Co-Teaching*
Co-Teaching occurs during both of the placements. The Advanced Mentor Teacher/Mentor Teacher and the Teacher Candidate will co-plan specific experiences to be completed during the co-teaching period. The Advanced Mentor Teacher/Mentor Teacher and the Teacher Candidate will complete a weekly plan for co-teaching for each week of the semester.

C. *Lesson Instruction*
The Teacher Candidate will begin the internship observing the Advanced Mentor Teacher/Mentor Teacher. Across each week, the Teacher Candidate will gradually assume more planning and teaching responsibilities. Lesson plans should be provided to the Advanced Mentor Teacher/Mentor Teacher *a minimum of 48 hours* prior to instruction.

Any time the Teacher Candidate is not co-teaching or teaching their lessons, activities should be planned with their Advanced Mentor Teacher/Mentor Teacher, (e.g. observations, small group instruction, student activities, parent conferences, or working with resource teachers).

Forms developed by experienced teachers to structure reflection on observations and to encourage a variety of experiences during the internship can be found in the Internship Handbook (must be confirmed with Advanced Mentor Teacher/Mentor Teacher and Site Facilitator).

Independent Teaching (IT)-APPLICABLE TO SPRING OF YEARLONG INTERNSHIP
Prior to independent teaching, Teacher Candidates are required to prepare a 4-week overview for the instructional content of the independent teaching (IT) period, and the lesson plans for Week 1 of independent teaching according to the lesson plan format found in the Internship Handbook. Teacher Candidates are NOT permitted to begin independent teaching until these materials are prepared.

During independent teaching, Teacher Candidates assume responsibility for all instruction and professional duties of the Advanced Mentor Teacher/Mentor Teacher for a period of approximately 4 weeks (20 days). Teacher Candidates are required to prepare lesson plans according to the lesson plan format found in the PDS Form Guidebook.

NOTE: Substitute Teaching
Semester-Long Teacher Candidates are not allowed to substitute teach during the internship. Year long Teacher Candidates are allowed to substitute on a scaffolded schedule. Please see internship handbook for additional details.

D. *Collaborative Learning Team Task (TK20-Independent Teaching Semester)*
To complete this task Teacher Candidates will collaborate with a team of teacher colleagues, potentially including but not consisting solely of the AMT/MT, to discuss individual student or group learning progress. With that learning team, Teacher Candidates will consider assessment results and make responsive instructional decisions that promote an individual student's or a group of students' learning. The Teacher Candidate will create a detailed teaching action plan that the learning team believes will promote the individual student's or group of students' academic achievement and that includes a description of the instructional activities and assessments to be used and how assessment results will be used to determine changes in student learning. Completion of this assessment requires active responsibility for instruction and student learning therefore it is done during the independent teaching semester of internship. For more information view http://youtu.be/NrcZ_ol-Zww?hd=1 .

E. *Assessment of Candidate Dispositions (TK20-Independent Teaching Semester)*
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 George Mason, s/he should demonstrate behaviors that reflect positive dispositions befitting a professional. In the final internship, a link through TK20 will be provided for candidates to self-assess their dispositions. In addition, Advanced Mentor Teacher/Mentor Teacher will also assess the Teacher Candidate's dispositions using a survey monkey link.

F. *Use of Video/Edthena*
All Teacher Candidates will be using video for the purposes of enhancing their professional development across the yearlong internship. The minimum expectations for use are outlined

below. Your support team (University Facilitator, Advanced Mentor Teacher/Mentor Teacher, School Principal) will work collaboratively with you to provide expectations for additional use. ***It is imperative that you collect video evidence regularly as requested by your university facilitator.***

- Prior to internship:
  - o Work with your university facilitator to set up group configurations for your Edthena use
- Week 1:
  - o Teacher Candidates will complete a video walkthrough of the classroom. This 2-3 minute video clip should highlight the layout of the classroom and provide a rationale for the decisions made in the classroom design.
  - o This video should be uploaded to Edthena and shared in a group with the other Teacher Candidates in your site and your University Facilitator. You will use the commenting tools to review the videos of your peers and make connections, ask questions, etc…
- Week 2:
  - o Determine the children who do not have signed media releases in your classroom. Submit this list to your University Facilitator. These children will not be able to be in any of your videos.
- Weeks 3-16
  - o Work with your University Facilitator, your Advanced Mentor Teacher/Mentor Teacher and your peers to determine a plan for recording instruction, providing feedback, and reflecting on your growth.
  - o The **MINIMUM** expectation is that you will submit one video clip every other week to your Advanced Mentor Teacher/Mentor Teacher and your University Facilitator. This clip should be **3-5 minutes** in length and should be directly connected to the goals and on-going feedback you are receiving on your instruction

Relationship of Teacher Candidate Outcomes to Specific Course Assignments

Student Outcomes	Course Assignments
Outcome 1	B, C, D, E, H
Outcome 2	A, B, C, D, E, F, H, I, J
Outcome 3	A, B, C, D, E, F, H, I, J
Outcome 4	A, B, C, D, E, F, H, I, J
Outcome 5	A, B, C, D, E, F, H, I, J
Outcome 6	A, B, C, D, E, F, H, I, J
Outcome 7	A, B, C, D, E, F, H, I, J
Outcome 8	A, B, C, D, E, F, H, I, J
Outcome 9	A, B, C, D, E, F, H, I, J
Outcome 10	A, B, C, D, E, F, H, I, J

Key: Where A, B, C, etc. = course assignments listed above.

Other Requirements:

G. Attendance and Professionalism

   Teacher Candidates are expected to meet professional standards in every respect including personal appearance and behavior. Although accommodations are made for emergencies, outside commitments to family or an employer are no excuse for failing to fulfill all teaching duties and responsibilities. Because Teacher Candidates are not employees of the school division, they are not entitled to sick or annual leave; however, one day has been allocated in each semester for emergencies. Teacher Candidates must familiarize themselves with the Faculty Handbooks for their respective school systems and should check with the Principal on school procedures regarding school calendar, school hours, absence from school/tardiness, leaving school during the school day, dress, confidentiality, social media use, child abuse, and substance abuse.

George Mason University has a contractual agreement with each of the participating school divisions. School divisions have the right to request a Teacher Candidate be removed from their assigned location at any time.

H. Formal Documentation of Progress

During the semester Teacher Candidates are responsible for (a) organizing binders for lesson plans and for evaluation forms etc., and for (b) completing a variety of forms to document their progress (see internship handbook). In addition, at the midpoint of the internship, and again at the final internship conference, the Advanced Mentor Teacher/Mentor Teacher and the Teacher Candidate will complete the **Internship and Technology Evaluation Form** continuum. This will be used to document progress in regards to the InTASC standards and will guide the conversations at these two progress checkpoints. The University Facilitator will use this documentation and these conferences to guide completion of the **Internship and Technology Evaluation Form** form at the final conference.

I. Virginia State Teacher Licensing Requirements

Praxis Core Academic Skills for Educators (or qualifying substitute)
Teacher Candidates are required to take the Praxis Core or provide qualifying substitute scores for admission to the program and licensure.

CARI Certificate
Teacher candidates are required to document their completion of the *Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators* training. The course is available at no cost at: http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html

Praxis II
Teacher Candidates are required to take the Praxis II Assessment prior to the start of their internship and will need it for a Virginia State Teaching License.

RVE- Reading for Virginia Educators
Teacher Candidates are required to take the RVE prior to the start of internship and will need it for licensure. For more information, visit https://www.ets.org/praxis/prepare/materials/5306 .

VCLA-Virginia Communication and Literacy Assessment
The VCLA is required for initial licensure and must be taken prior to start of internship. For more information on the test and how to register, please visit http://www.vcla.nesinc.com/

ENDORSEMENTS
Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

DYSLEXIA AWARENESS TRAINING – NEW requirement for licensure!
Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at
http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html.
Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

CPR/AED/First Aid – **NEW hands-on training required for licensure!**
Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and license renewals must include verification that "hands-on" First Aid/CPR/AED training was completed. This means that applications for spring 2018 internships must also include verification of completing "hands-on" training. After June 30, 2017, the online training will no longer be accepted.

Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at http://cehd.gmu.edu/teacher/emergency-first-aid to the CEHD Educator Preparation Office. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to internsh@gmu.edu or dropped-off in Thompson Hall, Suite 1700.

J. Seminars
Teacher Candidates are expected to attend all seminar meetings. These seminars will focus on topics of relevance that emerge throughout the semester.

K. Pre and post departure meetings
    Teacher Candidates are expected to attend all pre and post departure meetings. These meetings will share essential information on trip logistics and the nature of the curriculum/experience in British schools.

L. Summative project from Cambridge

Teacher Candidates will complete a project based on their Cambridge experiences and share these projects with their cohort peers upon return to the US. This project will include, but is not limited to, a School/Community Mapping activity, sample lessons, a comparison of the contexts, and content connections in literacy, mathematics, and science. The format and specifics of the assignment will be designed collaboratively.

Note: UFs reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.

Course Performance Evaluation Weighting

Course Outcomes	*Requirements & Assignments*	*Percentage*	*Due Date*
A-J	- Observations of Teaching - Co-Teaching - Independent Teaching of Lessons - Collaborative Learning Team Task (*TK20—completed during Independent Teaching semester) - Assessment of Candidate Dispositions (*TK20—completed during Independent Teaching semester) - Use of Video/Edthena - Attendance and Professionalism - Formal Documentation of Progress (**Internship and Technology Evaluation Form**) - Midpoint continuum (AMT/MT and Teacher Candidate) and conference (AMT/MT , Teacher Candidate, and university facilitator) - End of semester continuum (AMT/MT and Teacher Candidate) and conference (AMT/MT , Teacher Candidate, and university facilitator) *(TK 20) - Virginia State Teacher Licensing Requirements	100 %	- Varies - Final evaluation and paperwork: December 8th

- Seminars

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*Designated performance-based assessment

Grading

The Graduate School of Education has approved the following grading policy for EDCI 790.

A. 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 internships.
   1. Grades of *S (Satisfactory)* performance by an Teacher Candidate in Elementary Education will be documented on the Evaluation Profile, and/or in letters of recommendation prepared by the Advanced Mentor Teacher /Mentor Teacher and University Facilitator.
   2. A graduate Teacher Candidate who receives a *NC (No Credit)* grade 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.
   3. The Advanced Mentor Teacher/Mentor Teacher(s) and the University Facilitator shall determine the interim and final grades jointly after consultation. If they cannot agree, the Coordinator of Elementary Education in consultation with the Associate Dean of Academic and Student Affairs may be consulted to determine the grade based on a review of the documentation and, if necessary, observation of the Teacher Candidate's performance.
   4. In some cases, a grade of No Credit may be accompanied by a recommendation that the student not be allowed to repeat the internship. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.
   5. The final grade will not be processed until the Summary of Internship Days of Supervised School-Based Teaching and Final Grade is complete and in the licensure office. Further, final grade will not be processed until all TK 20 tasks are completed and uploaded.
   6. Teacher Candidates are responsible for documenting all requirements and materials for licensure.
   7. Teacher Candidates are responsible for taking all tests required by the state and submitting the results to the licensure office prior to application for licensure.

TK20/Performance-Based Assessment(s) Submission Requirement
Every student registered for any Elementary Education course with a required TK20 performance-based assessment (designated as such in the syllabus) must submit this/these assessment(s) **(Internship and Technology Evaluation Form -FALL/SPRING, Assessment of**

Candidate Dispositions-SPRING and **Collaborative Learning Team Activity-SPRING**) to TK20 through *'Assessments'* in Blackboard. Failure to submit the assessment(s) to TK20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TK20 submission, the IN will convert to an F nine weeks into the following semester.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times (See Elementary Education Program Handbook).

Class Schedule

*Faculty reserve the right to alter the schedule as necessary with notification to students.

Please see Internship Handbook, Internship Guidebook, and Internship Calenda

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu/).

- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach

programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

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

Assessment Rubrics

Performance Based Assessment: Dispositions
EDCI 790 Internship

Rubric and task description can be found in your Internship Handbook

INTERNSHIP AND TECHNOLOGY EVALUATION FORM

George Mason University College of Education and Human Development Elementary Education Program
EDCI 790: Internship in Elementary Education

Name of candidate _____   Date _____

School: _____   Grade/Content: _____ / _____   Semester/Year_____

This rubric describes the clinical experience performance standards in the College of Education and Human Development at George Mason University. This instrument assesses classroom performance at both the midpoint and end of the internship semester and is completed by both the University Facilitator in collaboration with the Mentor Teacher/Advanced Mentor Teacher and Teacher Candidate. If the average score for all standards is less than 3, or any individual standard is less than 2, the clinical experience/internship may be extended and materials resubmitted per instruction from your University Facilitator and Program Coordinator.

This Internship evaluation form was specifically designed to assess the Interstate Teacher Assessment and Support Consortium (InTASC) Standard Model Core Teaching Standards. These standards guide teacher education programs around the country and are a required part of our accreditation process. More information about the standards can be found at www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf. Each standard is listed below and rows have been developed to assess specific elements in each standard. When applicable, further explanation of some standard are included in the first column of the rubric.

This assessment also meets the Virginia Department of Education Standards for the Professional Practice of All Teachers. A complete listing of those standards can be found at http://www.doe.virginia.gov/teaching/regulations/uniform_performance_stds_2011.pdf. Virginia's Standards of Learning (SOLs) are mapped to College-and-Career-Ready Standards to the InTASC standards. Additional content knowledge and pedagogy standards are assessed in the Elementary Education program. Those standards, Association for Childhood Educators International (ACEI), can be found at www.acei.org

*InTASC-Interstate Teacher Assessment & Support Consortium
InTASC Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
CAEP Standards: 1.1, 1.2, 1.3, 1.4, 1.5
VDOE Standards: 1, 2, 3, 4, 5, 6
ACEI Standards: 1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2
THEMES: Technology, Diversity; College-and-Career-Ready

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
LEARNER AND LEARNING				
InTASC 1 Learner Development. 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 that include the use of technology.				**/8**
1.1 The candidate applies appropriate learning theories recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. **VDOE 1, ACEI 1**	Candidate displays little or no knowledge of the developmental characteristics of the age group.	Candidate displays partial knowledge of the broad developmental characteristics of the age group.	Candidate displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns across the cognitive, linguistic, social, emotional, and physical areas.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, the candidate displays knowledge that individual learner development varies within and across the cognitive, linguistic, social, emotional, and physical areas.
1.2 The candidate designs and implements developmentally appropriate and challenging learning experiences that include the use of technology. **VDOE 2; Tech; Diversity ACEI 1**	Candidate lacks understanding how learners learn and does not seek information about developmentally appropriate learning experiences nor uses technology as an instructional tool.	Candidate recognizes the value of understanding how learners learn, but their knowledge is limited or outdated. Technology is not used as an instructional tool or the technology used is not appropriate for the task or developmental characteristics of the age group.	Candidate's knowledge of how learners learn is accurate and current. Candidate designs and implements technology enhanced, developmentally appropriate and challenging learning experiences for both the class as a whole and individual learner.	Candidate demonstrates extensive and subtle understanding of how learners learn and applies this knowledge to the classroom community. The candidate implements a range of developmentally appropriate and challenging learning experiences for the class as a whole, small groups, and individual learners. Appropriate technologies are used to enhance learning, collaboration, and high order thinking.
InTASC 2 Learning Differences. The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.				**/8**
2.1 Candidate creates an environment that values individual differences and diverse cultures, and communities. **VDOE 1; Diversity ACEI 3.2**	The candidate's plans and practice display little understanding of the relevance of individual differences to learning. The candidate provides minimal information to families about individual learners, or the communication is inappropriate to the cultures of the families. Candidate does not respond, or responds insensitively, to family or community concerns about learners.	Candidate's plans and practice indicate some awareness of how to address individual differences to learning, although such knowledge may be inaccurate or incomplete. Candidate adheres to required school procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Candidate's plans and practice address individual learning differences. Candidate communicates with families about learners' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Candidate's plans and practice consistently exhibit a variety of ways to meet individual differences to learning. Candidate frequently provides information to families related to learner progress, with learners contributing to the design of the system. Response to family concerns is handled with professional and cultural sensitivity.
2.2 Candidate ensures inclusive learning by addressing the needs of diverse learners. **VDOE 1; Diversity ACEI 3.2**	Candidate does not monitor learning. Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some learners.	Candidate monitors the progress of the class as a whole but elicits no diagnostic information. Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for learning and achievement.	Candidate monitors the progress of groups of learners in the curriculum, making use of diagnostic prompts to elicit information. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for learners.	Candidate actively and systematically gathers and uses diagnostic information from individual learners and monitors their progress, Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all learners.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
InTASC 3. Learning Environments. 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.				**/8**
3.1 Candidate organizes and manages create face-to-face and virtual environments that support individual and collaborative learning. **VDOE 5; Tech; College & Career, ACEI 3.5**	There is little, if any, evidence of routines, procedures, or proactive actions to establish a climate for learning.	Candidate recognizes the value of a learner-centered classroom but the application of these tenets are not applied in all management situations.	The classroom is a learner-centered environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.	The classroom conveys a safe, positive, and inclusive environment that is learner-centered, supports individual and collaborative learning and meets the needs of both the group and individual learners.
3.2 Teacher Candidate encourages positive social interaction, active engagement in learning, and self-motivation. **VDOE 5; College & Career, ACEI 3.4**	The classroom is a teacher-centered environment. Activities and assignments are inappropriate for learners' age or background. Learners are not engaged in learning.	The classroom is a teacher-centered environment. Candidate attempts to accommodate learners' questions or interests. Activities and assignments are appropriate to some learners and engage them mentally, but other learners are not engaged or self-motivated.	The classroom is a learner-centered environment. Candidate successfully accommodates learners' questions or interests. Activities and assignments are appropriate to learners, and learners are cognitively engaged in exploring content. Learners are self-motivated.	Candidate seizes every opportunity to enhance learning, building on learner interests or a spontaneous event. All learners are cognitively engaged in the activities and assignments in their exploration of content. Learners initiate or adapt activities and projects to enhance their understanding.

CONTENT KNOWLEDGE

InTASC 4. Content Knowledge. 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.				**/8**
4.1 Candidate understands the tools of inquiry and structures of the discipline, **VDOE 1** **ALSO SEE ACEI Standards 2.1-2.7**	In planning and practice, candidate makes content errors or does not correct errors made by learners. Candidate's plans and practice display little understanding of the tools of inquiry and structures of the discipline.	Candidate is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. Candidate's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Candidate displays solid knowledge of the important concepts in the discipline and how concepts relate to one another. Candidate's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Candidate displays extensive knowledge of the important concepts in the discipline and how concepts relate both to one another and to other disciplines. Candidate's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by learners to ensure understanding.
4.2 Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery. **VDOE 3; Diversity** **ACEI 3.1**	Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.	Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners. Candidate accepts responsibility for the success of learning but has only a limited repertoire of instructional strategies.	Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.	Candidate conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value. Learners demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
InTASC 5. Content Application. 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.				**/8**
5.1 Candidate connects concepts and uses different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving. **VDOE 2; College & Career, ACEI 3.3**	Candidate does not connect concepts, address different perspectives or digital resources to engage learners in higher-level learning.	Candidate connect concepts, addresses different perspectives or digital resources to engage learners but at a basic level of learning and recall.	Candidate connects concepts, addresses different perspectives and digital resources to engage learners higher-level learning in at least one of these higher – order skills: critical thinking, creativity, and collaborative problem solving.	Candidate creates multi-disciplinary and a range of multiple perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.
5.2 Candidate plans rigorous, sequenced instruction related to authentic local and global issues. **VDOE 5; Diversity; College & Career, ACEI 3.1**	Outcomes represent low expectations for learners and lack of rigor. Lesson plans do not reflect a sequence of learning and have no connection to authentic local and global issues.	Outcomes represent moderately high expectations and rigor. Some plans reflect important learning in the discipline and at least some connection to a sequence of learning but have little connection to authentic local and global issues.	Outcomes represent high expectations and rigor and important learning in the discipline. Plans exhibit a sequence of learning with connection to authentic local and global issues.	All outcomes represent high expectations and rigor and important learning in the discipline. Plans connect to a consistent sequence of learning both in the discipline and in related disciplines. Connection to authentic local and global issues is consistently found in lessons.

INSTRUCTIONAL PRACTICES

InTASC 6. Assessment. 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.				**/8**
6.1 Candidate 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. **VDOE 4; Tech; College & Career, ACEI 4**	Assessment procedures are not congruent with instructional outcomes.	Some instructional outcomes are assessed through the planned lesson, but many are not.	All the instructional outcomes are assessed through multiple methods of assessment. Assessment methodologies monitor learner progress, and guide teacher and learner decision making.	The candidate's approach to assessment is fully aligned with the instructional outcomes for both content and process are assessed through multiple methods. Assessment methodologies have been adapted for individual learners, and guide teacher and learner decision making.
6.2 Candidate uses formative assessment to monitor and adjust instruction and to guide the learner decision making. **VDOE 4, ACEI 4**	Candidate does not incorporate formative assessment in the lesson or unit.	The candidate's approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes and does not involve the learner in decision making.	The candidate's approach to using formative assessment to monitor and adjust instruction and includes a process where the learner, as well as teacher, uses information from the assessments.	Candidate has a well-developed formative assessment plan that uses formative assessment to monitor and adjust instruction. The Teacher Candidate has designed particular approaches to be used and actively involved the learner in decision making.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
InTASC 7. Planning for Instruction. 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.				**/8**
7.1 Candidate plans instruction to support every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. **VDOE 2; Tech, College/Career, ACEI 3.1**	Outcomes represent low expectations for learners and lack of rigor. Lesson plans do not reflect important learning in the discipline or a connection to a sequence of learning or effective pedagogy.	Outcomes represent limited levels of expectations and rigor. Some plans reflect important learning in the discipline and at least some connection to a sequence of learning drawing upon knowledge of several of the following areas: digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, but the application is ineffective at increasing learning.	Outcomes represent high expectations and rigor and important learning in the discipline. Plans exhibit a sequence of learning with strong connections to digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. Instruction is effective at increasing learning.	All outcomes represent high expectations and rigor and important learning across disciplines. Plans connect to a consistent sequence of learning. There is a strong connection to digital-age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. Instruction is effective at increasing learning for all learners.
7.2 Candidates effectively plans instruction based on knowledge of learners and the community context. **VDOE 2; Diversity ACEI 3.2**	Candidate lessons do not reflect an understanding of learners, how they learn, and the context of the community.	Candidate lessons reflect a basic understanding of the learners, how they learn, and the context of the community, but the lesson addresses only a limited knowledge of specific learners and their community.	Candidate lessons reflect an understanding of their learners, how they learn, and the context of the specific communities represented in the classroom.	Candidate lessons reflect a deep understanding of their learners, how they learn, and the context of the specific communities represented in the classroom. Lessons are tailored to represent the context and needs of learners and their communities.
InTASC 8. Instructional Strategies. 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 contemporary meaningful ways.				**/8**
8.1 The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections. **VDOE 3, ACEI 3.3**	Candidate displays little or no understanding of the range of pedagogical approaches suitable to address the specific learning needs related to the content.	Candidate's uses a limited range of instructional strategies or pedagogical approaches that are not suitable to the discipline or to the learners.	Candidate's applies a wide range of effective pedagogical approaches in the discipline that encourage learners to develop deep understanding of content areas and their connections.	Candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, The candidate encourages learners to develop deep understanding of content areas and anticipate learner misconceptions.
8.2 Candidates build skills to apply knowledge in contemporary meaningful ways. **VDOE 3; Tech; College & Career, ACEI 3.3**	Candidate does not apply pedagogical content knowledge in contemporary or meaningful ways.	Candidate uses knowledge of instruction in ways that are outdated or ineffective.	Candidate applies knowledge of appropriate content instruction in contemporary meaningful ways.	Candidate uses contemporary knowledge of appropriate instruction across a range of content areas to make learning meaningful.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)

PROFESSIONAL RESPONSIBILITY

InTASC 9. Professional Learning and Ethical Practice. 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. **/12**

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
9.1 Candidate engages in ongoing professional learning. **VDOE 6, ACEI 5.1** **9.2** Candidate 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). **VDOE 6; Diversity , ACEI 5.1**	The candidate engages in no professional development activities to enhance knowledge or skill. Candidate has no suggestions for how a lesson could be improved if taught again.	The candidate participates in professional activities to a limited extent when they are convenient or required by others. Candidate makes general suggestions about how a lesson could be improved but does not address how their choices and actions affect others.	The candidate engages in ongoing opportunities for professional development to enhance content knowledge and pedagogical skill. The candidate evaluates his/her practice and identifies revisions to the lesson for future use. Evaluation includes reflecting upon how the learners, families, other professionals, and the community affect teacher choices and actions.	The candidate seeks out opportunities for professional development that addresses personal goals and a systematic approach to continual learning. The candidate evaluates his/her practice and identifies specific revisions to the lesson for future use. Evaluation draws upon an extensive repertoire of skills. The candidate offers specific alternative actions that include the probable success of different courses of action and how the actions affect learners, families, other professionals, and community.
9.3 Candidate adapts practice to meet the needs of each learner in an ethical and responsible manner. **VDOE 6, ACEI 3.1**	Candidate is not honest in interactions with colleagues, learners, and the public.	Candidate is honest in interactions with colleagues, and classroom instruction.	Candidate displays high standards of honesty, integrity, and confidentiality in instructional planning and interactions with colleagues, learners, and the public.	Candidate consistently exhibits the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues to uphold ethical practices.

InTASC 10. Leadership and Collaboration. 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. **/8**

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
10.1 Candidates seeks appropriate leadership roles and opportunities to take responsibility for learning. **VDOE 6, ACEI 5.2**	Candidate engages in no professional development activities to enhance knowledge or skill.	Candidate participates in leadership activities to a limited extent when they are convenient. Instructional leadership may or may not be focused on learning.	Candidate accepts leadership roles that enhance learning and focus on meeting learner needs.	Candidate seeks out opportunities for leadership roles that enhance content knowledge and pedagogical skill and focus on meeting learning needs.
10.2 Candidate collaborates with learners, families, colleagues, other school professionals, and community members (using digital tools and resources) to ensure learner growth and to advance the profession.	Candidate's relationships with colleagues, families, school professionals and the learner are negative or self-serving.	Candidate maintains relationships with colleagues and the community to fulfill responsibilities required by the school or district.	The candidate uses digital tools and resources to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.	The candidate takes initiative and collaborates with learners, families, colleagues, other school professionals, and the community. Candidate takes leadership among faculty to support the use of digital tools and resources to ensure learner growth and to advance the profession.

VDOE 6; Tech; Diversity; College & Career, ACEI 5.2

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
ACEI Supplemental Assessment				
Reading, Writing, and Oral Language—ACEI 2.1 Candidates demonstrate a high level of competence in use of English language arts and they **know and understand** concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas				**/8**
2.1-Candidates know and understand concepts of reading, writing, and oral language	The candidate does not know or understand concepts of reading, writing and oral language.	The candidate has some understanding of concepts of reading, writing and oral language.	The candidate understands concepts of reading, writing, and oral language.	The candidate has exceptional understanding of reading, writing and oral language.
2.1-Candidates design and implement effective instruction in reading, writing, and oral language	The candidate does not design or implement effective instruction in reading, writing, or oral language.	The candidate has limited abilities to design and/or implement effective instruction in reading, writing, and oral language.	The candidate designs and implements effective instruction in reading, writing, and oral language.	The candidate has extensive abilities in designing and implementing effective instruction in reading, writing, and oral language.
Science— ACEI 2.2 Candidates know and understand fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science				**/8**
Candidates know and understand fundamental science concepts	The candidate does not know or understand concepts of science.	The candidate has some understanding of concepts of science.	The candidate understands concepts of science.	The candidate has exceptional understanding of science concepts.
Candidates design and implement effective instruction in science	The candidate does not design or implement effective instruction in science.	The candidate has limited abilities to design and/or implement effective instruction in science.	The candidate designs and implements effective instruction in science.	The candidate has extensive abilities in designing and implementing effective instruction in science.
Mathematics—ACEI 2.3 Candidates know and understand the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation				**/8**
Candidates know and understand fundamental mathematical concepts	The candidate does not know or understand concepts of mathematics.	The candidate has some understanding of concepts of mathematics.	The candidate understands concepts of mathematics.	The candidate has exceptional understanding of mathematical concepts.
Candidates design and implement effective instruction in mathematics	The candidate does not design or implement effective instruction in mathematics.	The candidate has limited abilities to design and/or implement effective instruction in mathematics.	The candidate designs and implements effective instruction in mathematics.	The candidate has extensive abilities in designing and implementing effective instruction in mathematics.
Social studies—ACEI 2.4 Candidates know and understand the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world				**/8**
Candidates know and understand fundamental social studies concepts	The candidate does not know or understand concepts of social studies.	The candidate has some understanding of concepts of social studies.	The candidate understands concepts of social studies.	The candidate has exceptional understanding of social studies concepts.
Candidates design and implement effective instruction in social studies	The candidate does not design or implement effective instruction in social studies.	The candidate has limited abilities to design and/or implement effective instruction in social studies.	The candidate designs and implements effective instruction in social studies.	The candidate has extensive abilities in designing and implementing effective instruction in social studies.

The arts—ACEI 2.5 Candidates know and understand—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students				**/8**
Candidates know and understand fundamental concepts of performing arts and visual arts	The candidate does not know or understand concepts of performing or visual arts.	The candidate has some understanding of concepts of performing and visual arts.	The candidate understands concepts of performing and visual arts.	The candidate has exceptional understanding of performing or visual arts.
Candidates design and implement effective instruction in the arts	The candidate does not design or implement effective instruction in performing or visual arts.	The candidate has limited abilities to design and/or implement effective instruction in performing or visual arts.	The candidate designs and implements effective instruction in performing and visual arts.	The candidate has extensive abilities in designing and implementing effective instruction in performing or visual arts.
Health education—ACEI 2.6 Candidates know and understand the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health				**/8**
Candidates know and understand fundamental concepts of health education	The candidate does not know or understand concepts of health education.	The candidate has some understanding of concepts of health education.	The candidate understands concepts of health education.	The candidate has exceptional understanding of health education.
Candidates design and implement effective instruction in health education	The candidate does not design or implement effective instruction in health education.	The candidate has limited abilities to design and/or implement effective instruction in health education.	The candidate designs and implements effective instruction in health education.	The candidate has extensive abilities in designing and implementing effective instruction in health education.
Physical education—ACEI 2.7 Candidates know, understand human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students				**/8**
Candidates know and understand fundamental concepts of physical education	The candidate does not know or understand concepts of physical education.	The candidate has some understanding of concepts of physical education.	The candidate understands concepts of physical education.	The candidate has exceptional understanding of physical education.
Candidates design and implement effective instruction in physical education	The candidate does not design or implement effective instruction in physical education.	The candidate has limited abilities to design and/or implement effective instruction in physical education.	The candidate designs and implements effective instruction in physical education.	The candidate has extensive abilities in designing and implementing effective instruction in physical education.

INTERNSHIP EVALUATION SUMMARY AND SIGNATURE SHEET

George Mason University College of Education and Human Development Elementary Education Program

EDCI 790: Internship in Elementary Education

Name of candidate _____   Date _____ MIDTERM / FINAL

School: _____   Grade/Content: _____ / _____ Semester/Year_____

Evaluation Area	Points Earned out of Points Available	Divide Total Points Earned by this number to find the Mean for Each Standard	Mean for Each Standard (out of 4.0)
LEARNER AND LEARNING			
InTASC 1. Learner Development	____ /8	2	____
InTASC 2. Learning Differences	____ /8	2	____
InTASC 3. Learning Environments	____ /8	2	____
CONTENT KNOWLEDGE			
InTASC 4. Content Knowledge	____ /8	2	____
InTASC 5. Content Application	____ /8	2	____
INSTRUCTIONAL PRACTICES			
InTASC 6. Assessment	____ /8	2	____
InTASC 7. Planning for Instruction	____ /8	2	____
InTASC 8. Instructional Strategies	____ /8	2	____
PROFESSIONAL RESPONSIBILITY			
InTASC 9. Professional Learning & Ethical Practice	____ /12	3	____
InTASC 10. Leadership and Collaboration	____ /8	2	____

Overall Mean Rating (out of 4.0)	Add the mean for each standard (last column) and divide the total by **10** to determine the overall mean rating	
SUPPLEMENTAL ACEI STANDARDS		

ACEI Standard 2.1-Reading/Writing/Oral Language	_____/8	2
ACEI Standard 2.2 Science	_____/8	2
ACEI Standard 2.3 Math	_____/8	2
ACEI Standard 2.4 Social Studies	_____/8	2
ACEI Standard 2.5 Arts	_____/8	2
ACEI Standard 2.6 Health Education	_____/8	2
ACEI Standard 2.7 Physical Education	_____/8	2

Candidate achieved overall minimum mean rating of <u>3.0</u> across all standards.	**YES**
Candidate achieved minimum rating of <u>2.0</u> for each measured standard.	**YES**

NOTES (Cont.):

_____   _____   _____
Candidate Signature   Printed Name   Date

_____   _____   _____
Mentor Teacher Signature   Printed Name   Date

_____   _____   _____
Supervisor Signature   Printed Name   Date

ADDENDUM: TECHNOLOGY STANDARDS
Virginia's Department of Education (VDOE) has identified technology standards for instructional personnel. The overarching standards include:
- Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.

Additionally, CAEP identifies the following technology standards that apply to field-based experiences and instruction of P-12 students:

*1.5 Providers ensure that **candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.***

*2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. **Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.***

*3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates **demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.***

As evidence of the specific application of the remaining VDOE technology standards, and the CAEP technology standards, **Mason Teacher Candidates will complete** the following matrix **WITH STUDENTS** and identify examples of how they demonstrate the application of these standards. Teacher Candidates will get Mentor Teacher to sign off that the task was completed. **NOTE: Additional** *evidence is welcome-please include an additional description and rationale here-and attaching documentation to the appendix.*

TECHNOLOGY. The candidate used available technology as effective tools for planning, teaching, and assessing learning and communication, integrating its use in all facets of professional practice, and for adapting instruction to meet the needs of each learner. The candidate provides opportunities for all learners to use technology in a purposeful and developmentally appropriate way.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)

The candidate used available technology to support **Research Tools (ISTE: Learner, Collaborator, Leader)**	The candidate does not use productivity tools, or technologies to assess or exchange information. There is no evidence that the candidate evaluated and used instructional hardware and software to support Virginia's Standards of Learning and other instructional objectives.	The candidate occasionally, but not routinely use productivity tools or technologies to assess or exchange information. The candidate evaluated and used instructional hardware and software but they may or may not have supported Virginia's Standards of Learning and other instructional objectives.	The candidate demonstrates productivity in using tools, or technologies to assess or exchange information with the mentor and the instructional team. The candidate evaluated and used appropriate instructional hardware and software to support Virginia's Standards of Learning and other instructional objectives.	The candidate demonstrates productivity in consistently using tools, or technologies to assess or exchange information with families and the instructional team. The candidate effectively evaluated and used appropriate instructional hardware and software to support Virginia's Standards of Learning and other instructional objectives.
The candidate is able to: • Apply computer productivity tools for professional use. • Use electronic technologies to access and exchange information. • Identify, locate, evaluate, and use appropriate instructional hardware and software to support Virginia's Standards of Learning and other • instructional objectives. **VDOE 1; Tech; Diversity; College & Career**				

Performance	**Does Not Meet Standard (1)**	**Approaches Standard (2)**	**Meets Standard (3)**	**Exceeds Standard (4)**
The candidate used available technology to support **Thinking Skills, Problem Solving, and Decision Making (ISTE: Analyst)** The candidate is able to: • Use educational technologies for data collection, information management, problem solving, decision making, communication, and presentation within the curriculum. **VDOE 4; Tech; College & Career**	The candidate did not use available technology for thinking skills, problem solving, and decision making, communication, and presentation within the curriculum.	The candidate occasionally used available technology for thinking skills, problem solving, and decision making. The candidate's use of technology was not evident for most of these tasks: data collection, information management, problem solving, decision making, communication, and presentation within the curriculum.	The candidate purposefully used available and appropriate technology for thinking skills, problem solving, and decision making. This included using technologies for data collection, information management, problem solving, decision making, communication, and presentation within the curriculum.	The candidate consistently and purposefully used effective and appropriate technology as a tool for for thinking skills, problem solving, and decision making. Candidate took the initiative to seek out additional technologies for data collection, information management, problem solving, decision making, communication, and presentation within the curriculum.
The candidate used available technology to support **Planning and Instruction (ISTE: Designer & Facilitator)** The candidate is able to: • Plan and implement lessons and strategies that integrate technology to meet the diverse needs of learners in a variety of educational settings. • Designed and implemented opportunities for learners to use available and appropriate technologies. **VDOE 3; Tech; Diversity; College & Career**	The candidate did not use available technology as a tool for adapting instruction to meet the needs of learners in a variety of educational settings. The candidate did not provide opportunities for learners to use available and appropriate technologies.	The candidate occasionally used available technology as a tool for adapting instruction to meet the needs of each learner. The candidate occasionally provided opportunities for learners to use available and appropriate technologies, but it was often ineffective or not well aligned to the needs of the learner.	The candidate integrated available technology as a tool for adapting instruction to meet the diverse needs of learners in a variety of educational settings. The candidate designed and implemented opportunities for learners to use available and appropriate technologies.	The candidate used available and appropriate technology as a tool for adapting instruction to meet the needs of each learner. The candidate took the initiative to integrate technology to meet the diverse needs of specific learners in a variety of educational settings. The candidate designed and implemented effective opportunities for learners to use available and appropriate technologies to improve learning.

The candidate used available technology to support **Social and Ethical Issues (ISTE: Citizen)** The candidate is able to: • Make responsible decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication tools and methods. **VDOE 6; Tech**	The candidate did not use available technology to make responsible decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication tools and methods.	The candidate occasionally used available technology to make responsible decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication tools and methods. The technology used was often ineffective or not well aligned to digital safety and security best practices.	The candidate used available technology to make responsible decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication tools and methods	The candidate used available and appropriate technology to make purposeful decisions—about digital safety and security best practices—and pertain to the specific digital communication tools and methods used in their own classroom.

Collaborative Learning Team Task: Documenting Impact on Learning

Assessment Information:
In the Elementary Education program, the Collaborative Learning Team Task is completed during final internship and is assessed by the University Facilitator, in collaboration with the Advanced Mentor Teacher/Mentor Teacher and Teacher Candidate. The candidate must earn a score of 3 to be successful on this assignment. If a student does not earn a 3 on the assignment, they must meet with the University Facilitator prior to resubmitting. The data from this assessment is used to both identify best practice and gaps in developing a collaborative team and/or assessing a specific impact on learning.
Standards addressed in this assessment:
InTASC Standards: 3, 4, 5, 6, 7, 8, 9 and 10
VDOE: 1, 2, 3, 4, 5, 6
CAEP Standards: CAEP 1.1, 2.3

Technology   **Diversity**   **College-and-Career-Ready**

SPA Standards: ACEI 3.1, 3.2, 3.4, 4.0, 5.1, 5.2

Assessment Objectives
   • The candidate will collaborate with teachers in a school context.
   • The candidate will collaboratively evaluate individual learner and/or group learning progress and use this data to make instructional decisions.
   • The candidate will collaboratively develop and/or revise instructional plans and assessments with the goal of improving learning, including addressing Virginia SOLs and College-and-Career-Ready skills.
   • The candidate will teach the collaboratively designed lesson(s).
   • The candidate will analyze results of the lesson assessment and reflect upon the impact instruction had on learning.

Rationale
Today's teachers play a teacher leadership role, with each professional (novice and veteran) facilitating not only their own but also their colleagues' professional development—all focused on the achievement of the learners they work together to educate. As a candidate, you will enter schools where collaboration with your colleagues in the service of your learners is required. Professional collaborations and teacher leadership must begin and end with joint considerations of the evidence of learning.

Webb's research on collaborative learning teams notes that they think at a higher level and retain the knowledge longer than people who work alone. Effective collaboration in learning teams include "discussion, clarification of ideas, and evaluation of other's ideas." (Webb, 1995). Successful interpersonal communication must exist in teams. Building trust is essential.
You will complete the Collaborative Learning Team Task during a field experience or internship placement to ensure that you have an active responsibility for instruction and learning. This task can be completed in conjunction with other program requirements (e.g., a teacher research project or a teacher work sample assignment).

Directions for completing this assessment task
To complete this task you will:
   • Collaborate with at least two teacher colleagues to discuss individual learner or group
      learning progress toward broad learning goal(s). One of these colleagues should be the
      mentor teacher. Collaboration with a team of teacher colleagues is recommended.
      (Submit documentation of collaboration)
   • With the learning team, review existing assessment results and make responsive
      instructional decisions that promote learning for an individual or a group. (Submit
      documentation of collaboration)
   • Provide input to the team and collaboratively identify lesson plan(s) or revision(s) to lesson
      plans, instructional delivery methods, or instructional strategies affecting learning
      progress. (Submit documentation of collaboration)
   • Plan a lesson(s), agreed upon by the team, which will that will promote academic
      achievement (including Virginia SOLs and College and Career Ready skills) for an
      individual or a group. (Submit the detailed lesson plan)
   • Create assessment(s) aligned to lesson objectives and describe how assessment results will
      be used to determine changes in learning. (Submit the assessment)
   • Teach the lesson(s). (Submit lesson plan.)
   • Assess learner mastery of lesson and summarize impact on learning. To do this, work with
      the learning team to outline "next steps" teachers should take in order to continue to move
      the individual learner/learners toward the broader learning goal(s). Consider the level of
      success of the implementation of the lesson plan(s). (Submit work samples, data analysis,
      and use of data for future instruction)
   • Reflect on the learner's work and determine progress toward the broader learning goals.
      As you give and receive feedback to the team, reflect deeply on any personal biases that
      may affect decision making for the particular learner/learners. (Submit a reflection of the
      impact your lesson had on learning.)

Submission Directions
You will submit a brief paper that addresses each section of the assignment. Your paper will
include a cover sheet, a 1-2 paragraph narrative of each section of the assignment, and an
Appendix to the paper that includes the documentation you are providing as evidence of your
collaboration, instruction and assessment, and the analysis of data.

Section 1: Collaboration with Colleagues regarding individual learner or group learning
      ***Briefly describe how you have collaborated on this task. Identify the members of the
      collaborative team, their roles, how often you meet, etc.*** Documentation to include in
      Appendix: summary or examples of existing assessment results and responsive
      instructional decisions, meeting agenda, minutes, learner data, reflections, etc.
Section 2. Planning Instruction
      ***Briefly describe the context of your lesson plan (is it for an individual, small group,
      whole class). Include information on where the lesson fits within a larger unit, and
      identify the specific objectives to be met and how and why they were selected. Virginia
      Standards of Learning (SOLs), College and Career Ready skills, and other content
      specific objectives should be included in lesson plans.*** Documentation to include in
      Appendix: evidence that you addressed the initial assessment and the specific
      instructional decisions made in response to the assessment results.

Section 3. Assessment- alignment of objectives, instruction, and assessment
> ***Briefly describe the assessment-the format, when administered, how it aligns with the objectives, and any modifications made for individual learners.*** Documentation to include in Appendix: alignment of objectives, assessment outcomes and how assessment results will be used to design instruction.

Section 4. Analysis of Assessment Results
> ***Briefly describe the results of the assessment and include a data chart. Analyze the results related to the impact your instruction had on learning. Then reflect upon the data and how you will use the results to plan future instruction.*** Documentation to include in Appendix: will include a data chart and examples of the work of the learner.

Appendix
> Include authentic documents/instruments developed to complete this assignment. Each should be labeled with the section number and a title.

References
Webb, N. M., Troper, J. D. & Fall, R., (Sep, 1995). Constructive activity and learning in collaborative small groups. *Journal of Educational Psychology*, *Vol 87*(3), 406-423.http://dx.doi.org/10.1037/0022-0663.87.3.406

Collaborative Learning Team Task: Impact on Learning Rubric

Rubric Criteria	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
Section 1. Collaboration with Colleagues: INTASC 10, VDOE 6, ACEI 5.2				
The candidate collaborates with school professionals to plan and facilitate learning to meet diverse needs of learners.	The candidate does not provide evidence of discussion, clarification of ideas, and evaluation of other's ideas with school professionals to plan and/or jointly facilitate learning to meet diverse needs of learners.	The candidate provides evidence that he/she collaborates through discussion, clarification of ideas, and evaluation of other's ideas only occasionally or less than effectively with school professionals to plan and jointly facilitate learning to meet diverse needs of learners.	The candidate provides evidence that he/she collaborates through discussion, clarification of ideas, and evaluation of other's ideas of school professionals to effectively plan and jointly facilitate learning that meets the diverse needs of learners but did not take advantage of all opportunities.	The candidate provides evidence that he/she collaborates regularly and effectively through discussion, clarification of ideas, and evaluation of other's ideas with a variety of school professionals to plan and jointly facilitate learning to meet diverse needs of learners.
The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	The candidate does not provide evidence of collaboration with school professionals to engage in professional learning that advances practice.	The candidate provides evidence that he/she only occasionally or less than effectively collaborates with school professionals to engage in professional learning that advances practice.	The candidate provides evidence that he/she effectively collaborates with school professionals to effectively and jointly engage in professional learning that advances practice.	The candidate provides evidence that he/she collaborates regularly and effectively with a variety of school professionals to effectively and jointly engage in professional learning that advances practice.
Section 2. Planning Instruction				
Independently and in collaboration with colleagues, the candidate uses data (e.g., systematic observation, information about learners, research) to evaluate teaching and learning to adapt planning and practice. *InTASC 6 , VDOE 4, ACEI 3.1*	The candidate does not show evidence of collaboration with colleagues in the use of data to evaluate outcomes of teaching and learning or to adapt planning and practice.	The candidate independently or in collaboration with colleagues uses data to evaluate outcomes of teaching and learning but inaccurately or ineffectively adapts planning and practice.	The candidate independently and in collaboration with colleagues uses data to effectively evaluate outcomes of teaching and learning, and adapts planning and practice.	The candidate independently, and in collaboration with colleagues, uses a variety of data to accurately evaluate the outcomes of teaching and learning, and to effectively adapts planning and practice for all learners.
The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs. *InTASC 7, VDOE 2, ACEI 3.4*	The candidate exhibits a limited or no understanding of the strengths and needs of individual learners nor how to plan instruction that is responsive to strengths and needs.	The candidate exhibits a limited understanding of the strengths and needs of individual learners, and does not use the knowledge to plan instruction that is responsive to these strengths and needs.	The candidate exhibits an understanding the strengths and needs of individual learners and effectively plans instruction that is responsive to these strengths and needs.	The candidate exhibits builds upon the strengths and addresses the needs of diverse learners in multiple ways. The candidate plans effective instruction that is responsive to learner strengths and needs throughout the lesson.
The candidate encourages positive social interaction, active engagement in learning, and self-motivation. *InTASC 3 , VDOE 5, ACEI 3.5*	The classroom is a teacher-centered environment. Activities and assignments are inappropriate for learners' age or background. Learners are not engaged in learning.	The classroom is a teacher-centered environment. Candidate attempts to accommodate learners' questions or interests. Activities and assignments are appropriate to some learners and engage them mentally, but other learners are not engaged or self-motivated.	The classroom is a learner-centered environment. Candidate successfully accommodates learners' questions or interests.Activities and assignments are appropriate to learners, and learners are cognitively engaged in exploring content. Learners are self-motivated.	Candidate seizes every opportunity to enhance learning, building on learner interests or a spontaneous event.All learners are cognitively engaged in the activities and assignments in their exploration of content. Learners initiate or adapt activities and projects to enhance their understanding.

Section 2. Planning Instruction

The candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery. *InTASC 5, VDOE 2, ACEI 3.1*	Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.	Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners. Candidate accepts responsibility for the success of learning but has only a limited repertoire of instructional strategies.	Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.	Candidate conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value. Learners demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
The candidate uses a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways. *InTASC 5, VDOE 2, ACEI 3.3*	The instructional strategies used by the candidate do not encourage an understanding of content.	The candidate uses a limited instructional strategies to encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.	The candidate uses a variety of instructional strategies that encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.	The candidate uses pedagogical content knowledge to use a variety of instructional strategies that encourage all learners to develop both an understanding of the content and apply knowledge that in authentic ways.

Section 3. Assessment: INTASC 8, VDOE 3

The candidate articulates how assessment strategies will be used to effectively assess impact on learning. *ACEI 4.0*	The candidate provides limited evidence of understanding assessment strategies; no connection to objectives and assessment procedures.	The candidate provides evidence of assessment strategies; minimal connection to objectives and procedures.	The candidate provides specific evidence of formative and summative assessment strategies; assessments assess the objectives and procedures.	The candidate provides detailed, best practice strategies to formative and summative assessment; assessments clearly and effectively assess the objectives.
The candidate designs assessments that align with standards and learning objectives with uses assessment methods to minimize sources of bias that can distort assessment results. *ACEI 3.2*	The candidate provides no evidence that he/she designs assessments that match learning objectives with assessment methods or minimizes sources of bias that can distort assessment results.	The candidate provides little evidence that he/she designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	The candidate provides evidence that he/she designs effective assessments that closely match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	The candidate provides multiple pieces of evidence that he/she designs effective assessments that align learning objectives with a variety of assessment methods and minimizes sources of bias that can distort assessment results.

Section 4. Analysis of Assessment Results

The candidate analyzes test data to identify the impact of instruction on learning. *InTasc 8, VDOE, 3ACEI 4.0*	The candidate does not provide evidence of use of test data to understand the impact of instruction on learning.	The candidate provides minimal evidence of use of test data to understand the impact of instruction on learning.	The candidate correctly uses test data to examine the impact of instruction on learning.	The candidate examines multiple sources of data to understand the impact of instruction on learning for every learner.
The candidate reflects upon assessment results to plan additional relevant learning experiences. *InTASC 9 , VDOE 6, ACEI 4.0*	The candidate describes rather than reflects on personal biases and does not access resources to create additional relevant learning experiences.	The candidate describes rather than reflects on personal biases and accesses some resources to create additional relevant learning experiences.	The candidate reflects on some personal biases and accesses a range of resources to create additional relevant learning experiences.	The candidate reflects candidly on a variety of personal biases and accesses a broad range of resources to create additional relevant learning experiences.

Appendix

Appendix includes authentic and appropriate documentation of collaboration, planning, instruction, assessment, and data analysis. *InTASC 9, VDOE 6, ACEI 5.1*	Appendix is missing.	Appendix includes minimal or inappropriate documentation of collaboration, planning, instruction, assessment, and/or data analysis.	Appendix includes authentic and appropriate documentation of collaboration, planning, instruction, assessment, and data analysis.	Appendix includes a thorough and appropriate authentic and appropriate documentation of collaboration, planning, instruction, assessment, and data analysis.

Important Information for Licensure Completion

Beginning with Spring 2015 internships, all official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:
- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE
- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check http://cehd.gmu.edu/teacher/test/

Endorsements:

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid:

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at http://cehd.gmu.edu/teacher/emergency-first-aid to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints:

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to beginning field hours and internship. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are strongly advised to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the field hours or internship.

Please Note: Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application

The internship application can be downloaded at http://cehd.gmu.edu/teacher/internships-field-experience

Deadlines

Spring internship application:
- Traditional semester long internship: September 15

Fall internship application:
- Traditional semester long internship: February 15

▪ Year Long Internship: April 1 (All testing deadlines are August 1 immediately preceding the fall start; RVE deadline is December 1)

Additional Program Content:

Important Information for Licensure Completion

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