

Full-Year Internship Handbook

PROFESSIONAL DEVELOPMENT SCHOOL NETWORK

2009 - 2010

George Mason University

College of Education and Human Development

Graduate School of Education

Elementary Education Program

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT VALUES

Collaboration

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national and international levels.

Ethical Leadership

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation

We have a history of creating dynamic, innovative programs and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice and expand on our successes.

Research-based Practice

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

PROFESSIONAL DEVELOPMENT SCHOOL MODEL FOR ELEMENTARY EDUCATION

Full-time students take their first four graduate-level professional courses during the spring and summer. The remaining credit hours of graduate-level study required for Elementary licensure occur during a full-year internship in a Professional Development School (PDS). (See Elementary Education Student Guidelines for a list of required courses.) This full-year internship includes:

- Co- and independent teaching experiences at two grade levels in one school;
- Participation in all of school life and a teacher's responsibilities;
- Increasing levels of responsibility for instruction;
- Supervision by classroom teachers trained as Mason clinical faculty or by cooperating teachers;
- Frequent support from university faculty;
- Integration of study with practice;
- Emphasis on critical inquiry, reflective practice, and technology;
- Participation in school division in-service education programs; and,
- Bi-weekly seminars conducted by the university facilitator.

Requirements for staying in the program include:

- A GPA of 3.0 or better in professional coursework and satisfactory standing according to GSE criteria.
- Satisfactory evaluations in field experiences and all clinical aspects of the Elementary Education program.
- If a student receives a grade of "C" in any licensure coursework, the GSE cannot recommend the student for state licensure. In order for GSE to do so the student must repeat the course with a grade of "B" or higher.

PLACEMENT AND ASSIGNMENT OF INTERNS

Placement of interns in DDS Network schools is arranged by the Elementary Program Coordinator in collaboration with school division personnel, taking into consideration the need to spend a semester in grades PK-3 and a semester in grades 4-5/6 and the availability of clinical faculty/cooperating teacher. A university facilitator is assigned to each school for a period of multiple years. Principals, site facilitators and university facilitators match the interns and clinical faculty. Changes in assignments are made rarely and only for serious reasons. Such changes must be coordinated through the Elementary Program Coordinator and the Director of Teacher Education.

INTERN EXPERIENCES DURING PLACEMENT

Interns receive stipends that the school divisions pay in 10 monthly installments for their availability to their school as substitute teachers under controlled conditions. Each intern will substitute teach in ACPS and PWCS for 40 days per year or for 45 days per school year in FCPS. During the school year, each intern will have two assignments--at one grade level for the first semester and at a different grade level within the licensure range (PK-3 or 4-5/6) for the second semester. The independent teaching required for licensure will be done in one grade level in the spring semester. The intern's independent teaching will be done in the assigned clinical faculty/cooperating teachers' classes. Bi-weekly seminars will be conducted at the school site under the guidance of the university facilitator each semester.

First Week of the School Year

Interns report to their assigned schools during the week before the students come to school (the first day that teachers report). This permits a school-based orientation, planning with the faculty and participation in other activities essential to the successful beginning of the school year. During the week that students begin the school year, course work is rescheduled so interns can be in the school each day for immersion in activities that begin the school year. A calendar is provided to each intern.

Co-Teaching

Co-teaching spans the entire fall semester and first quarter of the spring semester, with the exception of Supported Independent Teaching (SIT) in late fall. During co-teaching, the intern and teacher plan and teach together. In the spring semester (in a different grade level than fall semester) co-teaching occurs as the intern gradually assumes responsibility for the clinical faculty/cooperating teacher's class(es). The clinical faculty/cooperating teacher, intern and university facilitator will discuss specific experiences that need to be included during co-teaching. In addition, the intern and clinical faculty/cooperating teacher need to complete a weekly plan for co-teaching (see Appendix K) for each week the intern is co-teaching.

Supported Independent Teaching

Interns, in cooperation with their university facilitator, may be eligible to independently teach for a predetermined time frame (approximately one week) prior to the end of the first semester of the school year. This decision will be made jointly by the university facilitator and clinical faculty/cooperating teacher, based on each intern's readiness.

Any time the intern is not co-teaching or teaching independently activities should be planned with their clinical faculty/cooperating teacher, e.g., structured 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 Appendices I and J (must be confirmed with clinical faculty/cooperating teacher and site facilitator).

Independent Teaching

George Mason University's internship requirements exceed the state minimum licensure requirements of 300 student teaching hours, including 150 hours of direct instruction. Independent teaching spans a four-week period during the spring semester. In the spring semester co-teaching is followed by a gradual assumption of full responsibility during independent teaching and gradual return of the class(es) to the clinical faculty/cooperating teacher. During independent teaching, including phasing in and out, the interns should substitute only for the clinical faculty members whose classes they are teaching. Mason classes are suspended during independent teaching.

Interns who are placed in departmental units during Independent Teaching (e.g., sole subject, science, math, etc.) are required to demonstrate competence across core disciplines (e.g., science, math, social studies, technology, fine arts and literacy). University facilitators, clinical faculty/cooperating teacher and the site facilitator are responsible, along with the intern, to establish a timeline during the spring term in which the intern can demonstrate competency and the completion of assignments in the core disciplines. All teaching assignments must be accompanied by complete lesson plans.

Observations

During the fall semester the clinical faculty/cooperating teacher will conduct at least four formal observations of the intern's teaching and the university facilitator will conduct at least two formal observations. During the spring semester at least two formal observations of the intern's teaching will be conducted by the clinical faculty and one formal observation by the university facilitator during the period before independent teaching. During independent teaching a minimum of two additional formal observations by the clinical faculty and one by the university facilitator will be conducted. At least one observation each semester may be unannounced. Summary observation reports need to be completed for each formal observation using the form in Appendix B.

SUBSTITUTING

Substituting is a priority assignment over non-teaching assignment within the school (e.g., observing other classes).

Sheltered Substituting

During the fall semester the interns are at the school sites on Mondays, Wednesdays, Thursdays, and Fridays, and are available to substitute on a "sheltered" basis. In an elementary school, this means that the intern may substitute within their classroom and then their teaching team (teams are organized differently in different schools). Each school will develop its own written guidelines for "sheltered" substituting, whose purpose is to give the intern a variety of experiences in the elementary licensure area while providing service to the school. Mason will provide a suggested checklist of appropriate experiences (see Appendix J). Except in emergencies, the "sheltered" substitute teaching should be prearranged, so that the intern has an opportunity to plan with the classroom teacher. During the fall semester, interns attend classes at Mason on Tuesdays.

During the spring semester, interns begin at the school site the first day teachers return to school. When classes begin at Mason, interns will spend six to eight full days at Mason and then return to their schools. Tuesday classes resume until Independent Teaching (four weeks) when the classes are suspended. Mason classes resume each Tuesday at the close of Independent Teaching and continue until the end of the term (see PDS Network calendars).

When not substituting, the interns co-teach with the assigned clinical faculty/cooperating teacher or participate in other activities planned by the school faculty. The interns should not withdraw from working with students to complete readings or assignments related to their course work. At the beginning of each semester, Mason university facilitators meet with clinical faculty/cooperating teachers to review course syllabi and to plan assignments that will connect theory and practice as well as to the school-based curriculum.

Open Substituting

At the end of each semester, the intern is available for open substituting in the assigned school (or another PDS Network school as arranged by the Elementary Coordinator and Director of Teacher Education). Although the preferred substitute assignment is within the appropriate licensure grade range, an intern may be assigned outside the licensure area. In the fall semester, this period of open subbing occurs from the end of the semester until late-January when the interns begin coursework. In the spring semester, the period of open subbing occurs from the end of the semester until the end of the school year. During these times, the interns are available for open subbing on Monday through Friday. If no substitute duties are assigned, interns reports to their clinical faculty and/or site facilitator for duties or experiences that have been planned by the school faculty.

The intern's stipend is funded from the substitute accounts of all participating school divisions. The monthly log of responsibilities and assignments (Appendix E) should be given to the site facilitator and the intern should keep a copy of the entire log for the year. The intern is responsible for turning in log of responsibilities and assignments to the site facilitator in a timely manner. If the intern has not been available for the required number days of subbing (depending upon the school division) then the June stipend will be reduced accordingly. The PDS Network calendar defines the parameters of substituting during the school year.

Guidelines for Interns Who Have Completed the Minimum Number of Substitute Teaching Days

- Interns who have completed the minimum number of substitute teaching days remain with their clinical faculty or cooperating teacher, or can be placed in a classroom setting that will broaden their knowledge of the curriculum content and understanding of a variety of instructional strategies.
- If schools are considering a long-term substitute teaching assignment for an intern after Independent Teaching for the second placement, they must contact the Director of Teacher Education at 703-993-4047 prior to the assignment.
- Interns should not be assigned clerical duties that are unrelated to their classroom.
- Intern logs continue to be required.
- Planned observations are checked with clinical faculty and site facilitator prior to event.
- Special arrangements must be made in advance and cleared with site facilitator and university facilitator regarding alternative assignments

SUMMARY OF SCHEDULE FOR YEAR LONG INTERNSHIP

	Intern (IN)	Clinical Faculty (CF) or Cooperating Teacher (CT)	University Facilitator (UF)
First Week of school (Prior to children starting)	<input type="checkbox"/> Study handbook <input type="checkbox"/> Attend school-based activities <input type="checkbox"/> Meet site facilitator and UF <input type="checkbox"/> Plan with CF/CT and site facilitator <input type="checkbox"/> Prepare notebook/Anthology <input type="checkbox"/> Begin course work	<input type="checkbox"/> Review handbook <input type="checkbox"/> Plan internship with IN <input type="checkbox"/> Coordinate with site facilitator <input type="checkbox"/> Guide IN during pre-opening activities	<input type="checkbox"/> Review handbook and assignments <input type="checkbox"/> Meet with IN to communicate expectations <input type="checkbox"/> Meet with site facilitator
September-December And February-March And May	<input type="checkbox"/> Observe and assist in PDS <input type="checkbox"/> Attend Mason classes and school based seminars <input type="checkbox"/> Plan with CF for co-teaching <input type="checkbox"/> Work on course assignments <input type="checkbox"/> Substitute according to guidelines <input type="checkbox"/> Complete bi-weekly progress reports <input type="checkbox"/> Write Assessment Reflections <input type="checkbox"/> Participate in student activities, parent conferences, meetings <input type="checkbox"/> Participate in interim/final evaluation conference and Anthology presentation	<input type="checkbox"/> Review course syllabi with UF <input type="checkbox"/> Continue school-based orientation <input type="checkbox"/> Review internship plan with UF <input type="checkbox"/> Co-plan and co-teach <input type="checkbox"/> Complete bi-weekly progress reports and formal observations <input type="checkbox"/> Participate in interim/final evaluation conference and Anthology presentation <input type="checkbox"/> Conduct 4 formal observations in Fall and 2 formal observations in 1 st quarter of spring semester	<input type="checkbox"/> Review course syllabi with CF/CT (Semester 1 & 2) <input type="checkbox"/> Conduct bi-weekly seminars <input type="checkbox"/> Meet with site facilitators, principals, and CF/CT <input type="checkbox"/> Clarify procedures <input type="checkbox"/> Review reports from CF/CT/IN and documentation in notebook <input type="checkbox"/> Provide assistance as needed <input type="checkbox"/> Conduct formal observations, 2 in the fall and 1 in the first quarter of spring (at least one joint with CF/CT) <input type="checkbox"/> Facilitate final evaluation conference and Anthology presentations
April	<input type="checkbox"/> Participate in student activities, parent conferences, meetings <input type="checkbox"/> Confer daily with CF/CT and with site facilitator and UF as needed <input type="checkbox"/> Attend school-based seminars <input type="checkbox"/> Maintain internship notebook <input type="checkbox"/> Independent teaching	<input type="checkbox"/> Co-teach before withdrawing from regular responsibilities <input type="checkbox"/> Conduct at least 2 formal observations with written report and conference (one can be unannounced) <input type="checkbox"/> Confer daily with IN <input type="checkbox"/> Support independent teaching	<input type="checkbox"/> Conduct at least 1 observation <input type="checkbox"/> Review reports from CF/CT/IN and documentation in notebook <input type="checkbox"/> Communicate regularly with CF/CT <input type="checkbox"/> Provide assistance as requested or needed <input type="checkbox"/> Conduct bi-weekly seminars
December-January And May-June	<input type="checkbox"/> Complete course work and exams <input type="checkbox"/> Substitute or assist/observe in classes/resource programs <input type="checkbox"/> Prepare final TCAA and presentation <input type="checkbox"/> Complete attendance report <input type="checkbox"/> Complete evaluation of CF, UF, and SF	<input type="checkbox"/> Submit all documentation to UF <input type="checkbox"/> Arrange with site facilitator for IN assignment when not substituting <input type="checkbox"/> Verify attendance report <input type="checkbox"/> Complete evaluation of UF and SF	<input type="checkbox"/> Submit all documentation to Mason <input type="checkbox"/> Complete evaluation of CF and SF

RESPONSIBILITIES OF THE PROFESSIONAL DEVELOPMENT SCHOOL TEAM

The teaching internship is widely regarded as the single most important component of teacher education. The effectiveness of a teaching internship depends upon the degree to which members of the PDS Network team fulfill their responsibilities and establish good working relationships. Frequent and open communication is essential. It is particularly important that the university facilitator, clinical faculty/cooperating teacher and site-based facilitator work as a team to provide support and guidance to the intern. Modifications or changes can be made by joint decision of clinical faculty, site facilitator and university facilitator.

Pre-Service Teacher Intern Roles and Responsibilities

The internship should be a time of great personal and professional growth. For most students, it is hard work, exciting and stressful because there is so much to learn. Flexibility in adapting to differences in school cultures, teaching styles, facilitators' philosophies, and students' needs will reduce anxiety and increase growth. George Mason University graduate students involved in student teaching are referred to as teacher interns. The teacher intern:

- Delivers, analyzes and reflects on effective instruction and participates in observations, conferences and lesson redesign to improve instructional outcomes;
- Pursues deeper understanding of the relationship between theory and informed practice and between school culture and the learning environment;
- Understands and is instrumental in developing and using coaching plans focused on growth;
- Uses student assessment data to inform effective instructional practices focused on learning outcomes;
- Participates as a team member in seminars and school reform initiatives at the school;
- Serves as an intellectual resource to teachers, university facilitators and other interns;
- Accepts responsibility for completion of all materials encompassed in the handbook in a timely manner;
- Completes university course work and attends class because class assignments are integrated with the internship;
- Accepts assigned substitute duties and other duties related to classroom practice;
- Shows evidence of dispositions as defined by the Graduate School of Education;
- One intern representative serves on the school-based PDS Network Leadership Team; and,
- Expresses concerns in a timely and professional manner following established protocol: clinical faculty/cooperating teacher, site facilitator, university facilitator, Elementary Coordinator, Director of Teacher Education, Associate Dean.

Clinical Faculty/Cooperating Teacher Roles and Responsibilities

The clinical faculty and/or cooperating teachers willingly serve as role models, instructors and coaches for interns. Clinical faculty are teachers with three years of classroom experience who have completed a three-hour graduate course preparing them to share supervisory and evaluation responsibilities with the university facilitator. Cooperating teachers have not completed the graduate course and are required to complete one formal observation. The clinical faculty and/or cooperating teacher serve as mentor, coach and professional resource for the pre-service teacher intern. This master teacher:

- Serves as the public school mentor teacher being responsible for the completion of state and university forms impacting graduation and licensure;
- Participates in efforts to make relevant reforms in school practices, structures, and cultures;
- Analyzes practices and the consequences to improve instruction, utilizing inquiry wherever applicable;
- Participates in seminars between and among teacher interns, clinical faculty, university facilitators, and others involved in the PDS Network efforts;
- Participates in all school activities associated with the role;
- Supports and encourages instructional techniques that interns are learning in their university class work;
- Monitors and provides meaningful activities for interns for the duration of the semester;
- One CF representative serves on the school-based PDS Network Leadership Team; and,
- Expresses concerns in a timely and professional manner following established protocol: site facilitator, university facilitator, Elementary Coordinator and Principal, Director of Teacher Education, Associate Dean.

University Facilitator Roles and Responsibilities

The university facilitator serves as a link between the school and the university, providing support and guidance to interns, clinical faculty/cooperating teacher and site-based facilitators. The university facilitator supports the coaching, supervisory and evaluative functions carried out by the clinical faculty/cooperating teacher. The university facilitator also plays an important role in facilitating communication and in providing additional feedback and assistance for the interns. The university facilitator:

- Supervises and functions as a collegial coach with teachers and administrators for site-based interns;
- Ensures clarity in the relationship between theory and practice so that each informs and shapes the other;
- Assists in the development of professional school-based cultures and the emergence of a compatible and legitimate university preparation environment;
- Offers suggestions and support for the intern, incorporating relevant theories and practical methods of teaching;
- Facilitates and participates in seminars focusing upon instructional practices and the consequences of such practices;
- Observes and evaluates the intern's performance during the year/semester;

- Serves as the professor of record in evaluating the intern's practicum experience;
- Observes, records, reflects upon and analyzes practices and performance data to improve the quality of field-based experiences;
- Serves as an intellectual resource for public school partners through sharing of expertise and provision of articles and research information;
- Collaborates in placement of interns each term;
- Participates in school-based Leadership Team meetings;
- Expresses concerns in a timely and professional manner following established protocol: site facilitator, Elementary Coordinator and Principal, Director of Field Relations, Associate Dean.

Site Facilitator Roles and Responsibilities

The site facilitator is selected to coordinate activities in a PDS Network school and will:

- Participate with the Graduate School of Education faculty in planning professional development activities and address other issues related to the philosophy, goals, and objectives of the Professional Development School program;
- Coordinates activities at the PDS Network school related to placement of teacher interns and acts as liaison between the clinical faculty/cooperating teacher, teacher interns and university facilitator;
- Disseminates and collects information pertinent to clinical faculty/cooperating teacher and teacher interns as necessary and completes and returns paperwork as required by the program;
- Serves as an intellectual resource to interns, colleagues and university faculty;
- Collaborates in placement of interns each term;
- Participates in PDS Network site scheduled meetings, training sessions and staff development activities;
- Analyze practices and their consequences to improve instruction, utilizing inquiry wherever applicable;
- Participate in seminars between and among teacher interns, clinical faculty/cooperating teacher, university facilitator, and others involved in the PDS Network school efforts;
- Participate in all PDS Network activities associated with the role;
- Support and encourage instructional techniques that interns are learning in their university class work;
- Monitor and provide meaningful activities for interns for the duration of the internship;
- Expresses concerns in a timely and professional manner following established protocol: university facilitator, Elementary Coordinator and Principal, Director of Teacher Education, Associate Dean.

Site Principal Roles and Responsibilities

PDS Network site administrators seek to foster professional norms of competence and quality learning environments for teachers and students. The site principal:

- Oversees the process for identification of quality placement sites for teacher interns;
- Coordinates with site facilitator and university facilitator to place student interns and arrange for placement for substitute teaching;
- Participates in PDS Network site scheduled meetings, orientation training, and staff development activities;
- Serves as an intellectual resource for teachers, university facilitators, and interns;
- Aligns organizational structures and resources to reinforce the stated goals of PDS Network School (e.g. ensures that teachers have access to available technology training and application within the classroom);
- Supports site facilitators, clinical faculty/cooperating teacher, and others to improve instructional outcomes;
- Involves interns as part of site faculty;
- Ensures that mechanisms are in place to help parents participate in and understand the partnership goals;
- Is committed to continuous school improvement and the professional growth of administration, faculty, and teacher interns;
- Participates in school-based PDS Network Leadership Team meetings;
- Expresses concerns in a timely and professional manner following established protocol: site facilitator, university facilitator, Elementary Coordinator, Director of Teacher Education, Associate Dean.

Successful student teaching requires collaborative planning to include both long and short term. For an overview of the internship team's responsibilities see page 6 a summary of the cycle of activities for interns, clinical faculty and university facilitators.

DOCUMENTATION

The PDS Network Handbook appendices include all of the forms that must be submitted to the Field Placement Specialist (FPS) for the intern. (These forms may be copied as needed). Folders containing other forms and information for interns, university facilitators and clinical faculty are distributed by the FRSS. These folders should be used to keep records and to submit documentation to the FPS at the end of each semester.

Clinical Faculty/Cooperating Teacher works with the intern to prepare a Bi-Weekly Progress Report (Appendix A) throughout each semester's internship. Clinical faculty/cooperating teachers also complete formal observation reports (using the format in Appendix B) at least four times each semester, and provide copies to the intern and university supervisor.

Before and at the end of independent teaching, the clinical faculty/cooperating teacher and university facilitator collaboratively complete the interns' interim and final evaluation form (Appendix C) to provide feedback to the intern. The clinical faculty/cooperating teacher and university facilitator then determine the grade by reaching a consensus. (See grading policy below.) If consensus cannot be reached, the university facilitator has the final say.

Honoraria for clinical faculty and cooperating teachers cannot be paid until pay and/or reimbursement forms have been returned to the FPS.

Interns initiate a Bi-Weekly Progress Report (Appendix A) and submit it to the university facilitator after completion by the clinical faculty/cooperating teacher. Interns **must provide lesson plans for prior review** by the clinical faculty/cooperating teacher and for all lessons taught. The lesson plan format to be used is provided in Appendix D. This lesson plan format is also used in university course work, as well as during the internship. Lesson plans are designed to (1) help the students plan discipline-related content in their methods courses; (2) facilitate the interns thinking on all aspects of planning for meaningful learning experiences; (3) enable interns and clinical faculty to discuss particular aspects of teaching; and (4) provide a framework for discussion about teaching practice by the intern, university facilitator, and clinical faculty. Lesson plans for SIT and Independent Teaching must be written, submitted, and approved prior to any independent or co-teaching episode.

Lesson plans, bi-weekly reports, observation reports, and other documentation must be kept in a notebook for review by clinical faculty/cooperating teachers and the university facilitator. Interns also must keep a log of hours in the notebook. Students must obtain signatures of the clinical faculty and university facilitator monthly for the Log of Responsibilities and Assignments (Appendix E) and submit this monthly record of their substitute teaching to the site facilitator. The monthly logs of responsibilities and a summary form (Appendix F) must be submitted to the UF and Director of Teacher Education upon completion of each semester.

At the end of the year, the intern submits to the FPS the summary of internship days of supervised school-based teaching (Appendix G) which has been verified at the end of each semester by the clinical faculty and university facilitator. The stipend for the last month will be reduced by \$40 for each full day of absence when interns were scheduled to be in the school. To avoid such a reduction, interns may make arrangements with the school principal to make up time absent. Paperwork for payment cannot be completed until receipt of Appendix E. Interns should expect their June payment in early August.

University Facilitators provide their interns with a written evaluation of each formal classroom observation and a copy for the clinical faculty/cooperating teacher. Interns should be observed by the university facilitator at least twice each semester, and four times if the intern is working with a cooperating teacher rather than clinical faculty.

The university facilitator collaborates with the clinical faculty/cooperating teacher to prepare the mid-point/interim or Final Evaluation Profile (Appendix C) to reach consensus on the grade. Signatures are necessary to verify review by members of the team and the principal (or designee). Teacher education accreditation standards require the mid-point/interim and final evaluations and participation by the principal, assistant principal or designee. Observations by the principal are encouraged, but not required.

The university facilitator submits all documentation to the FPS. The Final Grade Form (Appendix G), which contains the information needed to process the student's request for licensure, is kept as a permanent record. Travel vouchers for university facilitators also should be submitted to the FPS. Instructions and forms are provided at the beginning of the semester. Only the following forms are submitted to the FPS, via the university facilitator, at the end of the internship, unless there is additional documentation related to marginal or unsatisfactory performance.

- 1 - Log of Responsibilities and Assignments by month (Appendix E)
- 1 - Summary of Hours and Final Grade (Appendix G)
- 2 - Profile for Evaluation of Intern Performance (Appendix C) (The final one from both placements.)
- 6 - Summary Observation Reports (Appendix B)
- 6-7 Bi-Weekly Progress Reports (Appendix A)

Site-Based Facilitators are responsible for monthly verification and collection of data on interns' substituting and absences (Appendices E and F). This information will be summarized for submission to the FPS.

Teacher Candidate Assessment Reflections

During the internship each intern prepares Assessment Reflections to illustrate his or her professional development as a teacher. The university facilitator provides guidance on development and evaluation of the Reflections. Reflections provide a summary of development from the perspective of the intern. Their purpose is to encourage the intern to become actively involved in the monitoring and reflecting on his/her development as a teacher. The Reflections are a requirement for the successful completion of the Elementary Education Program. Guidelines for Reflections' development and evaluation are in Appendix H.

GRADING POLICY

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

1. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress) in accordance with GMU policy for internships and GSE policy for counseling and administrative internships.
 - a. Grades of **S (Satisfactory)** performance by an intern in Elementary Education will be documented on the Evaluation Profile, and/or in letters of recommendation prepared by the cooperating teacher(s)/clinical faculty member(s) and university facilitator.
 - b. A graduate intern 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.
 - c. An intern whose performance cannot be evaluated at the end of the grading period will receive a grade of **IP (In Progress)**. An IP grade shall be changed to Satisfactory or No Credit for graduate students, upon completion of requirements (usually before the beginning of the next semester). There is no charge for the extension of the internships.
2. The cooperating teacher(s)/clinical faculty member(s) and the university facilitator shall determine the interim and final grades jointly after consultation. *If they cannot agree, the Director of Teacher 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 intern's performance.*
3. 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.
4. The final grade will not be processed until the Summary of Internship Days of Supervised School-Based Teaching and Final Grade (Appendix G), is complete and in the licensure office.
5. Interns are responsible for documenting all requirements and materials for licensure.
6. Interns are responsible for taking all tests required by the state and submitting the results to the licensure office prior to application for licensure.

SPECIAL ASSISTANCE FOR INTERNS

Occasionally interns need special assistance and arrangements to complete their licensure programs successfully. In such cases, an individualized plan is developed collaboratively by the university facilitator, clinical faculty/ cooperating teacher and principal or designee. The Elementary Program Coordinator and the Director of Teacher Education should be contacted to determine what resources are needed. Concerns should attempt to be resolved at the lowest possible level. If an intern has a concern, s/he should express it in a timely and professional manner following established protocol: clinical faculty/cooperating teacher, site facilitator, university facilitator, Elementary Coordinator, Director of Teacher Education, Associate Dean for Teaching and Academic Affairs. It is the university facilitator's responsibility to inform the principal of any concerns. If the intern's concern is in regard to one of the above persons, then the intern should go to the next level. Please note the following information:

- The Director of Teacher Education is the liaison to the school district central office.
- All final decisions regarding intern placement, evaluation and special assistance are the responsibility of the university.
- The Associate Dean for Academic and Student Affairs arbitrates concerns that have not been able to be resolved at lower levels.
- The Associate Dean for Academic and Student Affairs must approve any withdrawals from the internship.
- The university is bound by legal due process and confidentiality as described in official Mason documents.

Some of the ways to provide special support for an intern are:

- Arrange for observation of another intern or teacher who models the skills the intern lacks followed by a conference.
- Change a placement within the school to provide a better match of intern and clinical faculty/cooperating teacher.
- Change a placement to another school if a suitable alternative placement is not available in the same school.
- Modify the schedule for independent teaching to begin more gradually and/or to add days.
- Delay an intern's independent teaching.
- Providing special experiences during the period after independent teaching in order to address areas needing improvement.
- Facilitate conferences with the intern's academic advisor and/or course instructors.
- Suggest available services at Mason such as the Counseling Center for personal or therapeutic support, the Financial Planning and Assistance Office for advice on financial aid, or the Student Health Center or other source of medical assistance.
- Advise an intern that it is in their best interest to repeat all or part of an internship in the following year.

If the support plan developed for an intern reduces his/her availability for open substituting by more than five days, it may be necessary to reduce the intern's stipend accordingly. This may create a temporary hardship for the intern, but is less costly than failure to succeed in the internship.

INTERNSHIP GUIDELINES

Attendance

Interns generally follow the school calendar for the school system where they are assigned, not the Mason calendar, except for attending scheduled courses (see PDS site calendars). 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.

Absences and Reduction in Stipend

Interns are paid for being available to substitute for 40 days per year in Arlington County Public Schools and Prince William Public Schools and 50 days per school year in Fairfax County Public Schools. Paid personal days or sick leave are not provided for interns just as none is provided for substitute teachers who are paid only for days worked. Interns are not employees of the school division; consequently, they are not entitled to sick or annual leave. Because of other services that interns provide to the schools, they are paid even if they do not substitute the full 40-45 days. **Interns are expected to follow school division policy by requesting permission to be absent or notifying the school of unanticipated absences. Any time an intern is absent the university facilitator, site facilitator and clinical faculty must be notified. Interns may be allowed two absences for illness each semester.** Absences beyond two days must be documented with a doctor's excuse to the site facilitator and may require an extension of field experiences or internship. Should extenuating circumstances be involved, the site facilitator and the UF will consult with the Elementary Coordinator and the Director of Teacher Education.

In addition, interns are required to keep an ongoing record of attendance (Appendix E), which must be verified by the clinical faculty/cooperating teacher, university facilitator and site facilitator. The stipend for June will be reduced by \$40 for each full day's absence, and proportionately for less than a full day (.50).

Personal and Professional Responsibilities

Interns are expected to comply with the calendar, school hours and regulations established at the local site during the internship. Further, interns are expected to demonstrate dispositions associated with a successful career educator (see Page 16) as well as other Mason policies and regulations outlined in the catalogue.

Each school prepares a Faculty Handbook for use during the year. If a copy of the Faculty Handbook is not available, the intern should ask to share and review the Clinical Faculty/Cooperating Teacher's copy of the Handbook. Please note the sections on Human Resources and Employee Professional and Personal Responsibilities. It is important that the intern have knowledge of the expectations of employees in a school division.

Interns should check with the Principal or Assistant Principal or site facilitator on school procedures regarding:

- Absence from school/Tardiness
- Leaving school during the school day
- Dress
- Confidentiality
- Child abuse
- Substance abuse
- Emergency procedures
- Cell phone use

If the intern is unclear about a procedure or policy, it is their responsibility to ask the clinical faculty/cooperating teacher, site facilitator or an administrator. Reviewing the Faculty Handbook and being proactive is important to the intern's integration into the school and faculty.

School divisions have the right to request an intern be removed from their assigned location. There are no guarantees an intern will be approved for a different assignment or location. Due process is followed by the Graduate School of Education should this occur.

Interns are responsible for exercising "reasonable care" for pupils' welfare and for complying with all federal, state and local policies and regulations. This is best accomplished through careful study of the school's or school division's teacher handbook and through guidance from teachers or administrators. Special attention should be given to responsibilities and procedures for dealing with suspected child abuse. Interns are covered by liability policies of George Mason University, but should consider additional insurance through a personal carrier or membership in the Student Education Association (SEA).

Confidentiality of Records

School division and Mason policies regarding student records must be followed. Interns should familiarize themselves with the school divisions' policies regarding student records. An intern's evaluation may be shared among the clinical faculty/cooperating teacher, university facilitator and responsible administrators until the university facilitator submits the intern's cumulative folder to the FPS. After that, access will be in accordance with the Privacy Act. No materials will be released by the FPS for employment purposes other than grades and verification of meeting licensure standards. During the internship, students will receive directions on employment procedures in local school divisions, and submitting an application for licensure in Virginia.

Records Retention

Contents of cumulative folders will be retained for one year after completion of student teaching. After that, the transcript and the summary form (Appendix G) will be the only available record. Therefore, students are advised to keep copies of evaluations, logs, summaries, and other records. Students should keep a personal file of documents for reference and future use.

The Mason transcript provides permanent documentation of meeting state-approved teacher education program requirements, including student teaching hours completed, and the final grade.

Dispositions for a Career Educator

The Virginia Department of Education promotes maintaining standards of professional competence and requires applicants for licensure to possess good moral character. Students must meet GSE grading standards and course requirements as well as *demonstrate professional performance* in the areas required of professional educators: communication, collaboration and professionalism. Therefore, the Graduate School of Education expects its students to develop and exhibit the following:

COMMITMENT TO THE PROFESSION

Promoting exemplary practice
Advancing the profession

Excellence in teaching and learning
Engagement in partnerships

COMMITMENT TO HONORING PROFESSIONAL ETHICAL STANDARDS

Fairness
Integrity
Confidentiality

Honesty
Trustworthiness
Respect for colleagues and students

COMMITMENT TO KEY ELEMENTS OF PROFESSIONAL PRACTICE

Belief that all individuals have the potential for growth and learning
Persistence in helping individuals succeed
High standards
Safe and supportive learning environments
Systematic planning
Intrinsic motivation
Reciprocal, active learning
Continuous, integrated assessment
Critical thinking
Thoughtful, responsive listening
Active, supportive interactions
Technology-supported learning
Research-based practice
Respect for diverse talents, abilities, and perspectives
Authentic and relevant learning

COMMITMENT TO BEING A MEMBER OF A LEARNING COMMUNITY

Professional dialogue	Self-improvement
Collective improvement	Reflective practice
Responsibility	Flexibility
Collaboration	Continuous, lifelong learning

COMMITMENT TO DEMOCRATIC VALUES AND SOCIAL JUSTICE

Understanding systemic issues that prevent full participation
Awareness of practices that sustain unequal treatment or unequal voice
Advocate for practices that promote equity and access
Respects the opinion and dignity of others
Sensitive to community and cultural norms
Appreciates and integrates multiple perspectives

Adopted by GSE - May 2004

Dispositions for Elementary Education

In addition, candidates for initial teaching licensure in elementary education are assessed on the following standards:

- Possess the basic skills and knowledge needed to guide students' learning
- Demonstrate effort to continue learning both content and pedagogy
- Reflect on his/her professional practice, including personal teaching and learning style
- Welcome assistance for improvement and problem solving
- Can develop and explain professional judgments using research-base theory and practice
- Engage in productive relationships with professional colleagues and support staff
- Demonstrate stamina, flexibility, and a positive attitude
- Is responsible, dependable, and observant of school policies and procedures
- Project a professional image in terms of demeanor and appearance
- Maintain confidentiality of information about colleagues, school sites and students unless disclosure serves a professionally compelling purpose or is required by law
- Meet all expectations for attendance
- Meet all expectations for professional behavior

*References: Virginia DOE, INTASC, NEA Code of Ethics, Graduate School of Education
(Adopted 2002, Approved by PDS/Partnership Advisory Board 12/6/02)*

APPENDICES

Included in these appendices are forms that provide assistance in planning, monitoring and evaluating interns' experiences. These forms should be copied as needed.

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APPENDICES GUIDE

KEY: I=Intern; CF = Clinical Faculty; CT = Cooperating Teacher; UF = University Facilitator; SF = Site Facilitator

Appendix	Frequency of Use	Completed by	Comments
A Page 20	Bi-Weekly	CF/UF I	The intern completes #1; the teacher completes #2 and #3 using the other side as necessary.
B Page 21	6 times per semester <i>prior</i> to open subbing.	CF/UF	This Summary Observation Report will be completed six times during the semester by the UF (2 observations) and CF/CT (4 observations). The UF and CF will make every effort to complete at least one observation of the intern on the same teaching event. Completed forms should be kept in intern notebook.
C Page 22-27	Twice each semester	I/CF/UF	Mid-semester evaluations will be completed in early Oct. and mid March by CF and intern, and shared with UF. Final evaluations will be completely jointly by UF, CF and intern. Completed forms should be kept in intern notebook.
D Page 28-29	Daily when teaching	I	These Guidelines provide a model lesson plan format. Every lesson plan <i>must</i> contain these elements; however the exact design may vary. Every teaching episode must be accompanied by an approved lesson plan. All formal observations must be accompanied by a <i>fully detailed</i> plan. Lesson plans must be kept in intern notebook.
E Page 30-31	Daily/Monthly	I	Summarize daily activities on this log and give a copy to SF each month. Copies should be kept in intern notebook.
F Page 32	Monthly	SF	SF sends this Report on Substitute Teaching to Director of Teacher Education (Data are based on I's Appendix E).

APPENDICES GUIDE (continued)

KEY: I=Intern; CF = Clinical Faculty; CT = Cooperating Teacher; UF = University Facilitator; SF = Site Facilitator

Appendix	Frequency of Use	Completed by	Comments
G Page 33	End of Semester	I	This Summary and Final Grade Form summarizes independent teaching activities. Interns should not summarize other school-based activities on this form (the other activities will be evident in Appendices K & E)
H Page 34-36	All year	I	Assessment Reflections -- follow the guidelines in Handbook. Interns will present the reflections to a team in April or May.
I Page 37	Use will vary	I	This Observational Worksheet is an optional form. Interns may find other equally valuable ways to observe instruction. Note: Interns should plan to observe <i>every subject taught</i> at the grade level of the CF <i>before co-teaching</i> . Interns can use this, <i>or another</i> format/form, for observations. Copies of observations should be kept in intern notebook.
J Page 38	Throughout the year	I	This Experience Checklist is a <i>guide</i> to provide interns with a diversity of experiences during the full one-year internship; it is not a mandate. During each semester, endeavor to attend to at least 85% of the listed items. Keep this record in intern notebook.
K Page 39	Weekly	I	A record of daily co-teaching activities should be recorded on this weekly chart. It should be available for review by the UF on each visit. Keep each week's record in intern notebook.
L Page 40-48	End of the Semester	I/CF/UF	Complete and return these Evaluation Forms to the Office of Academic and Student Affairs, Robinson A307.
M Page 49	Use will vary	For reference	PDS Governance Structure.

SUMMARY OBSERVATION REPORT

Intern: _____ **Date:** _____

Observer: _____ **Clinical Faculty/Cooperating Teacher or University Facilitator**

School: _____ **Grade/Subject(s):** _____

Lesson Observed: _____

PREPARATION/PLANNING:

INSTRUCTIONAL METHODS/ MANAGEMENT:

ASSESSMENT/DIFFERENTIATION:

PROFESSIONALISM:

RECOMMENDATIONS:

Observer' Signature _____

Date _____

Intern' s Signature _____

Date _____

DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT

Profile for Evaluation of Intern

Intern: _____ **Spring** _____ **Fall** _____ **Yr** _____

School: _____ **Subject(s)/Level(s):** _____

Evaluator: _____ **Univ. Sup. Clin. Fac./Coop Tchr. or Intern**

Recommended Interim Grade: _____ **or** **End-of-Placement/Final Grade:** _____

This assessment of the intern’s performance is to be completed by the clinical faculty/cooperating teacher, the university facilitator and the intern. 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. This form may be used to record the interim AND final ratings.

- A rating of 3 indicates that the Intern 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.
- Ratings of 1 or 2 indicate skills that require scaffolding and support on the part of the CF and UF in order for the Intern to develop the appropriate level of expertise. Please include comments that indicate a plan to address these skills and dispositions.
- Ratings of 4 or 5 suggest that the Intern’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.
- Graduate Grading Scale: S=Satisfactory; NC=No Credit; IP=In Progress

Performance Rating Scale

- 5 = Performance is of notable excellence.
- 4 = Performance often goes beyond expectations.
- 3 = Performance is consistently proficient.
- 2 = Performance needs some improvement.
- 1 = Performance needs significant improvement.
- NR = Performance on this item was not rated during this evaluation.

Summary of Scores:

Interim		Final	
Preparation & Planning	_____	Preparation & Planning	_____
Instruction and Management	_____	Instruction and Management	_____
Assessment	_____	Assessment	_____
Professional Development	_____	Professional Development	_____
Grand Average (average of scores)	_____	Grand Average (average of scores)	_____

I. Preparation and Planning	Interim	Final
Uses curriculum guidelines and learning standards during planning to meet the needs of learners.		
Develops unit and lesson plans to meet the developmental and academic needs of diverse learners.		
Plans a sequence of engaging activities, which are focused on achievement of the instructional objective(s).		
Selects learning experiences, technology and materials to accommodate different styles and levels of learning.		
Relates activities to students' culture, interests, knowledge, and experiences.		
Integrates materials and activities that are sensitive to culture, disabilities and gender.		
Gathers, creates and organizes materials and equipment in advance.		
Plans for using various methods to assess students' learning.		
Collaborates with other teachers and specialists in planning.		

Preparation and Planning

Average Rating (to 2 decimal places) _____

Interim Comments:

Final Comments: (use reverse side if needed)

II. Instruction and Management	Interim	Final
Uses a variety of teaching methods, techniques and strategies.		
Consistently presents accurate content.		
Consistently provides clear instruction		
Provides opportunities for learners to participate actively and successfully at different levels.		
Provides opportunities for learners to work independently and in cooperative groups.		
Encourages critical thinking and problem solving.		
Appropriately uses a variety of materials, technology and other media to achieve instructional objectives.		
Motivates students through interesting and challenging activities.		
Communicates high expectations while respecting individual differences and cultural diversity.		
Creates and/or uses established routines to provide an orderly and supportive environment.		
Demonstrates courtesy and caring in relationships with students.		
Manages time, space and materials to keep students productively involved in learning.		
Demonstrates ability to manage 2/+ classroom activities simultaneously, with evidence of attention to each		
Works toward developing a positive classroom community.		
Handles disruptive or destructive behavior firmly and fairly.		

Instruction and Management

Average Rating (to 2 decimal places) _____

Interim Comments:

Final Comments: (use reverse side if necessary)

III. Assessment	Interim	Final
Uses Assessment that matches the objective		
Uses assessment to inform future instruction.		
Adapts pacing, methods and materials using feedback from students.		
Assesses for understanding and mastery through observation of students' performance.		
Assesses for understanding and mastery through evaluation of students' work.		
Keeps records of students' progress and problems.		
Communicates with students to inform them of their progress.		
Gathers, organizes, and analyzes student data to communicate progress to others.		

Assessment

Average Rating (to 2 decimal places) _____

Interim Comments:

Final Comments: (use reverse side if necessary)

IV. Personal and Professional Development	Interim	Final
Possesses the basic skills and knowledge needed to guide students' learning.		
Demonstrates effort to continue learning both content and pedagogy.		
Reflects on his/her professional practice.		
Welcomes assistance for improvement.		
Implements suggestions and recommendations for improvement.		
Can develop and explain professional judgments.		
Engages in productive relationships with professional colleagues and support staff.		
Demonstrates stamina, flexibility and a positive attitude.		
Is responsible, dependable and observant of school policies and procedures.		
Demonstrates dispositions associated with an effective career educator.		
Projects a professional image in terms of demeanor and appearance.		

Professional and Personal Development

Average Rating (to 2 decimal places) _____

Interim Comments:

Final Comments: (use reverse side if needed)

Signatures (Interim Evaluation)

Clinical Faculty/Cooperating Teacher Date

University Supervisor Date

(The signatures below indicate review rather than agreement.)

Student Teacher/Intern Date

Principal (or Designee) Date

Signatures (Final Evaluation)

Clinical Faculty/Cooperating Teacher Date

University Supervisor Date

(The signatures below indicate review rather than agreement.)

Student Teacher/Intern Date

Principal (or Designee) Date

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

ELEMENTARY EDUCATION PROGRAM

LESSON PLAN GUIDELINES

Based on previous experiences of interns, clinical faculty and university facilitators, the following guidelines were developed to improve understanding, consistency and communication between interns and their clinical faculty and university facilitators.

1. The lesson plan format in the Handbook is to be used with variations specified by instructors for: a) planning done in relation to course assignments, and b) lessons which are to be observed by the university facilitator or clinical faculty member.
2. All of the teaching done by the interns is to be planned in more detail than is customary for experienced teachers or possible in a teacher's plan book. All teaching episodes are to be accompanied by lesson plans.
3. Essential components of any lesson plan are: Objectives (in terms of student learning), Learning (Developmental) Activities, Adaptations, Assessment and Differentiation. At the beginning of the year, the emphasis should be on developing objectives and achieving active involvement of students in learning activities. A focus on differentiation and assessment follows later in the first semester and throughout Independent Teaching.
4. Reflective comments should be made on all lesson plans after teaching.
5. Interns who have difficulty distinguishing between objectives and concepts to be taught should think of concepts as "key ideas" and objectives as "what the student should know and/or be able to do."
6. When interns are using a lesson from published materials, school division curriculum guides, or a lesson taken from the Internet, there is no need to re-write the lesson. However, a photocopy with appropriate annotations and/or references should be placed in the Lesson Plan section of the internship notebook, along with all other lesson plans.
7. Lessons developed by the clinical faculty/cooperating teacher and taught together or by the intern during Co-Teaching also should be documented this way. The purpose of such documentation is to ensure that the intern processes and adapts the already prepared lessons, and that the university facilitator has a record of the interns' teaching activities.
8. University facilitators may require less detailed planning of interns who have demonstrated a clear understanding of the planning/teaching process

ELEMENTARY EDUCATION PROGRAM

LESSON PLAN FORMAT

Intern: _____ Grade Level: _____

Title: _____ Date: _____

I. Objectives

- State what students will be able to do as a result of this experience.
- List national, state, or local objectives, if possible.

II. Materials for Learning Activities

- List the texts, equipment, and other materials to be used by the students.
- List the materials, including equipment or technology used by the teacher in presenting the experiences.

III. Procedures for Learning Activities

- Introduction – outline procedures for activating prior knowledge and student interest.
- Instructional strategies – outline what the teachers and students will do.
- Summary – outline how you will close.
- Give estimated time for each phase of the experience (introduction, instruction, summary).
- Describe extensions or connections to other lessons.

IV. Assessment

- Outline the procedures and criteria that will be used to assess each of the stated objectives.
- Attach copies of any written assessments (tests, rubrics, observational checklists, format for anecdotal records).

V. Differentiation

- List adaptations that will be made for individual learners.
- Based on assessment data.

VI. Technology Integration

- List uses, adaptations, and activities that integrate technology
- Provide materials needed

VII. Reflection

- After the lesson, reflect on what went well and what didn't go well. Write changes you might implement the next time the lesson is taught.

INTERN LOG OF RESPONSIBILITIES AND ASSIGNMENTS

MONTH _____

INTERN _____

Date	Hours of Co-Teaching	Hours of Substitute Teaching		Hours of Independent Teaching	Hours of School-Based Activities*	Absences
		Grade	Teacher			
		< 4 hrs. = .5	>4 hrs. = 1.0			
Total Hours						

* Non-assigned classroom activities
 *See Page 2 for appropriate signatures

MONTHLY INTERN SUBSTITUTING REPORT

School _____ Month _____

Instructions:

Record each intern’s name in the first column. In the columns marked 1 and 2, record as follows:

Column 1: Leave for which the county **would** provide a substitute. This includes sick, personal or administrative leave for which the school would have to get a substitute if the intern were not there.

Column 2: Leave or class coverage for which the county **would not** ordinarily fund. An example of this is coverage for teachers to attend grade level/team meetings, Curriculum Alignment meetings, etc.

In the column marked **Total Per Intern**, add column 1 and 2 together. At the bottom of the columns, add each column individually.

Record substitute hours as follows:

.5 day = Less than or equal to 4 hours

1 day = More than 4 hours

Intern	1	2	Total Per Intern
School Totals			

Optional: Please attach copies of the intern’s monthly reports if necessary for verification.

Fax completed form to Director of Teacher Education at (703) 993-2013 or mail to:

George Mason University
 Graduate School of Education
 Attn: Director of Teacher Education
 4400 University Drive, MS 4B3
 Fairfax, VA 22030
 E-Mail: TBD
 Phone: 703-993-4047

**SUMMARY OF INTERNSHIP DAYS OF
 SUPERVISED SCHOOL-BASED TEACHING
 AND FINAL GRADE**

Intern _____ Fall___ Spring___ Year_____

School _____ Grade(s)/Subject(s)_____

Clinical Faculty _____

University Facilitator _____

TOTALS FROM LOG SHEETS

Summary of Hours	Page 1	Page 2	Page 3	Page 4	Page 5	Grand Total
Spent in:						
Co-Teaching						
Substitute Teaching <4 hrs. =.5 >4 hrs. =1.0						
Independent Teaching						
School-Based Activities						

Final Grade _____

Intern Signature

University Facilitator Signature

**THE TEACHER CANDIDATE ASSESSMENT REFLECTIONS
 A PERFORMANCE-BASED DOCUMENT**

INTRODUCTION

The Teacher Candidate Assessment Reflections documents the individual’s knowledge, skills, dispositions, and ability to teach. Further it documents the candidate’s ability to positively influence PK-6 student learning. The Reflections are a requirement for a successful completion of the elementary licensure program, but it is only one of the several indicators used to determine an intern’s readiness for teaching.

GUIDELINES FOR THE TEACHER CANDIDATE ASSESSMENT REFLECTIONS

REFLECTION #1: To be completed within EDUC 542/423 as part of the Professional Development Plan.

REFLECTION #2: To be completed at the end of the first placement and submitted for review by clinical faculty/cooperating teacher and university facilitator.

**Reflection #2
 First Placement**

The purpose of Reflection #2 is to encourage you to think about your experiences during the first phase of your internship and identify those areas that you need to enhance. Using Reflection #1 and the INTASC standards reflect on those that you’ve had success with, those that you still need to improve on, and those that you have yet to experience. Establish 3-5 goals for the second placement and outline a plan for yourself that will help you achieve those goals. Also indicate how you will know when you’ve been successful.

Reflection #2 Evaluation Rubric:

Response Ratings	Criteria
Exemplary 4	Reflection and critical analysis of knowledge, skills and disposition has depth and supporting evidence from candidate’s work provides the reader with clear understanding of the intern’s professional and academic growth. Shows strong capacity for self-reflective thinking and is becoming a reflective practitioner. Has clarity of expression and is free from errors in mechanics and grammar.
Proficient 3	Reflection and critical analysis of knowledge, skills and disposition is evident and evidence from candidate’s work provides the reader with a good understanding of the intern’s professional and academic growth. Has clarity of expression and is mostly free from errors in mechanics and grammar.
Partially Proficient 2	Some components of the reflection and critical analysis of knowledge, skills and disposition are unclear and evidence from candidate’s work provides the reader with a partial understanding of the intern’s professional and academic growth. Has some problems with clarity of expression and in mechanics and grammar
Not Proficient 1	Reflection and critical analysis of knowledge, skills and disposition is unclear, nonspecific and lacks sufficient evidence from candidate’s work to provide the reader an understanding of the intern’s professional and academic growth. Lacks clarity of expression and has errors in mechanics and/or grammar.

**Reflection #3
 Second Placement**

Using the following artifacts (Professional Development Plan, Philosophy Statement, PBA Assessments/Rubrics, Observations/Mid-Term Assessments from Placement #2), create a 5-7 page typed essay (APA format – 3 copies) that demonstrates your ability to reflect upon and analyze your development as a teacher, including discussing a ‘critical incident.’ There are two parts to this reflective essay.

Part I: The following questions should guide the first portion of your response.

1. In what ways has your philosophy of teaching changed based on your coursework and internship?
2. How have you examined your teaching (skills/knowledge) during this period of time and what have you identified as your strengths and areas for continued development?
3. What dispositions are your strongest and which are you still working toward?
4. What evidence can you draw upon to document the accomplishment of your goals as identified in your reflection from placement one?

Guidelines:

Part I of the essay will be reviewed by CF/CT, SF and UF for the following:

1. Reflection on and critical analysis of knowledge, skills and dispositions is evident.
2. The essay includes an accurate analysis of strengths and area for continued development in knowledge, skills and dispositions.
3. Evidence is cited from the candidate’s work to support analysis.
4. All work meets the graduate school standards for written work including mechanics, grammar and clarity of expression.

Evaluation Rubric for Part I:

Response Ratings	Criteria
Exemplary 4	Reflection and critical analysis of knowledge, skills, and disposition has depth and supporting evidence from candidate’s work provides the reader with clear understanding of the intern’s professional and academic growth. Shows strong capacity for self-reflective thinking and is becoming a reflective practitioner. Has clarity of expression and is free from errors in mechanics and grammar.
Proficient 3	Reflection and critical analysis of knowledge, skills, and disposition is evident and evidence from candidate’s work provides the reader with a good understanding of the intern’s professional and academic growth. Has clarity of expression and is mostly free from errors in mechanics and grammar.
Partially Proficient 2	Some components of the reflection and critical analysis of knowledge, skills, and disposition are unclear and evidence from candidate’s work provides the reader with a partial understanding of the intern’s professional and academic growth. Has some problems with clarity of expression, mechanics, grammar
Not Proficient 1	Reflection and critical analysis of knowledge, skills, and disposition is unclear, nonspecific and lacks sufficient evidence from candidate’s work to provide the reader an understanding of the intern’s professional and academic growth. Lacks clarity of expression and has errors in mechanics or grammar.

**Critical Incident Reflection
 Second Placement**

The following should be used to guide your description of and reflection on a critical teaching incident:

- a. Provide a specific example from your independent teaching experience when there was a discrepancy between your intent and the outcome.
- b. Provide an analysis of the critical incident situation and support it with evidence.
- c. Describe the alternative ways of thinking about this incident as a teacher. You should draw upon your readings, best practices, observations and reflections for support.
- d. Describe what you would do differently and discuss how your practice will change as a result of new understandings.

Guidelines:

Part II of the reflection essay (Critical Incident) will be evaluated based on the following:

- 1. Identifies a clear and specific incident in which there is a discrepancy between action and outcome.
- 2. Provides objective analysis of the incident with specific evidence to support.
- 3. Provides alternative ways of thinking/acting that are realistic.
- 4. Provides a plan for new teaching/learning strategies based on understandings gained.

Evaluation Rubric for Part II:

Response Ratings	Criteria
Exemplary 4	Description provides clear and convincing evidence of the incident, supportive documentation, multiple alternatives for viewing the situation and sound alternatives for new teaching/learning based on understandings gained.
Proficient 3	Description provides specifics with sufficient evidence and/or alternatives to provide evidence for planning new teaching/learning strategies
Partially Proficient 2	Description provides some specifics; however, lacks sufficient evidence to provide the reader a clear understanding of the incident. Has limited analysis, alternatives and/or new strategies.
Not Proficient 1	Description is unclear, nonspecific and lacks sufficient evidence to provide the reader an understanding of the incident. Lacks objective analysis, generation of alternatives and/or new strategies.

All submissions must be rated “Satisfactory” to be recommended for licensure from the Elementary Program. A Satisfactory rating for each part is a score of 3 or 4. Anthology that does not meet the Satisfactory rating will need to be resubmitted with revisions to be recommended for licensure.

INTERNS' WORKSHEET FOR OBSERVATION OF ANOTHER TEACHER

Name of Teacher Observed _____ Subject/Grade _____ Date _____

PLANNING

(Evidence of Objective)

INSTRUCTION

(Strategies and Techniques Observed)

DIFFERENTIATION

ASSESSMENT

REFLECTIONS

(Questions and Insights)

EXPERIENCE CHECKLIST

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

<p>Activities:</p> <p><input type="checkbox"/> Bulletin Board</p> <p><input type="checkbox"/> Use of Library</p> <p><input type="checkbox"/> Trip</p> <p><input type="checkbox"/> Fire Drill</p> <p><input type="checkbox"/> PTA/PTO meeting</p> <p><input type="checkbox"/> Back-to-School Night</p> <p><input type="checkbox"/> Parent Conference</p> <p><input type="checkbox"/> Calls to Parents</p> <p><input type="checkbox"/> Parent Newsletter</p> <p><input type="checkbox"/> Eligibility Conference</p> <p><input type="checkbox"/> Mock Job Interview</p> <p><input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> Other _____</p> <p>Instruction and Assessment (K-6):</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p> <p><input type="checkbox"/> Spelling</p> <p><input type="checkbox"/> Oral Language</p> <p><input type="checkbox"/> Handwriting</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Social Studies</p> <p><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Health</p> <p><input type="checkbox"/> Physical Science</p> <p><input type="checkbox"/> Music</p> <p><input type="checkbox"/> Art</p> <p>Equipment:</p> <p><input type="checkbox"/> Computer</p> <p><input type="checkbox"/> Printer</p> <p><input type="checkbox"/> Copier</p> <p><input type="checkbox"/> Video Disk Player</p> <p><input type="checkbox"/> VCR</p> <p><input type="checkbox"/> Audio Tape Recorder</p> <p><input type="checkbox"/> CD or Record Player</p> <p><input type="checkbox"/> Slide Projector</p> <p><input type="checkbox"/> Video camera</p> <p><input type="checkbox"/> Overhead Projector</p> <p><input type="checkbox"/> Manipulatives</p> <p><input type="checkbox"/> Listening Station</p> <p><input type="checkbox"/> Digital Camera</p> <p><input type="checkbox"/> Scanner</p>	<p>Observation of Specialists:</p> <p><input type="checkbox"/> Special Education Resource</p> <p><input type="checkbox"/> PE</p> <p><input type="checkbox"/> Music</p> <p><input type="checkbox"/> Art</p> <p><input type="checkbox"/> ESOL</p> <p><input type="checkbox"/> Gifted/Talented</p> <p><input type="checkbox"/> Reading Specialist</p> <p><input type="checkbox"/> Speech Clinician</p> <p><input type="checkbox"/> Extra or Co-Curricular Activities</p> <p><input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> Other _____</p> <p>Records:</p> <p><input type="checkbox"/> Cumulative Folders</p> <p><input type="checkbox"/> Work Samples</p> <p><input type="checkbox"/> Anecdotal Records</p> <p><input type="checkbox"/> Attendance Records</p> <p><input type="checkbox"/> Grade Book</p> <p><input type="checkbox"/> Report Cards</p> <p><input type="checkbox"/> Accident Report</p> <p><input type="checkbox"/> Emergency Cards</p> <p><input type="checkbox"/> Referral Forms</p> <p>Test Administration or Interpretation:</p> <p><input type="checkbox"/> Teacher-made</p> <p><input type="checkbox"/> Cognitive Abilities Test (CogAT)</p> <p><input type="checkbox"/> Developmental Reading Assessment (DRA)</p> <p><input type="checkbox"/> Naglieri Non-Verbal Ability Test (NNAT)</p> <p><input type="checkbox"/> Virginia Standards of Learning (SOL)</p> <p><input type="checkbox"/> Readiness Test/Inventory</p> <p><input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> Other _____</p> <p>Duties:</p> <p><input type="checkbox"/> Playground</p> <p><input type="checkbox"/> Cafeteria</p> <p><input type="checkbox"/> Bus</p> <p><input type="checkbox"/> Hall</p> <p><input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> Other _____</p>
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ELEMENTARY SCHOOL WEEKLY PLAN FOR CO-TEACHING
T = Teacher's Responsibilities I = Intern's Responsibilities

Dates: _____

Time of Day	Monday Subject/Specials	Tuesday Subject/Specials	Wednesday Subject/Specials	Thursday Subject/Specials	Friday Subject/Specials

*Use brief notes to **INDICATE** who will do what in regards to teaching, assisting or observing.
 Place a copy in intern's notebook for review by university facilitator.*

ELEMENTARY PROFESSIONAL DEVELOPMENT AND PARTNERSHIP SCHOOL

GOVERNANCE STRUCTURE

Advisory Council

Dean of the College of Education and Human Development
Director of Teacher Education
Elementary Program Coordinator
School Representatives – Site Facilitators
School District Representatives (1 from each division)
Education Association Representatives (1 from each local)
Pre-service Teacher Representatives (1 from each cohort)
Principal Representative(s)
Research Coordinator

School-Based Leadership Teams

Principal
Site Facilitator
Education Association Building Representative
University Facilitator (full-time)
Pre-service Teacher Representative
Business Partner Representative
Others as determined by the school